

Educational Supplement

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Break

Dear diary

He made the mighty castle
He made the lovely shore,
But when he made Fred Mulley
The thing became a bore.

Poor Fred Mulley comes in for more than his fair share of jibes in the latest volume of Barbara Castle's diaries (1974-76) published this week by Macdonald and Nicolson. Mrs. Castle's diaries are mainly in prose. (It was John Silkin, who composed the parody of All Things Bright and Beautiful to white away a nervous Cabinet discussion of spending cuts.)

The hapless Mr Mulley is usually referred to as "the bloating" or "bloating pathetically". "Poor Fred has such a whining voice and is so humiliated that he marries himself in sounding comical". During the first year after Wilson succeeded Heath, the discussion is all about incomes policies and inflation. In the second, it is public spending cuts and gathering gloom.

Thus a full year's tour of the economic turmoil of Chequers (August, 1975) produces a sharp description of the kind of inconclusive economic debate you might expect from a bunch of highly articulate politicians.

The Chancellor has a wealth of Treasury figures behind him and a powerful brief. The other members of the Cabinet include one or two like Roy Jenkins, Anthony Crosland and Harold Lever, who are looked to as economic pundits, who contribute to muddying as much as they clear, leaving the rest free to take up positions dictated by their departmental needs and their particular location on the ideological spectrum within the party. In the end the Treasury always wins. "The priorities emerging for safeguarding were housing (but not housing subsidies), industrial training and investment. The lowest priorities were transport and higher education".

Reg Prentice is portrayed as an unrepentant supporter of a wages policy, preferably statutory, and a loyal follower of Roy Jenkins. "Reg Prentice, who is growing overtly more right-wing every day... Reg Prentice ("in his true colours again") opposing nationalization... There was clearly no love lost between him and his left-wing colleagues at any time, but one thing the Castle diaries do for Prentice is show his consistency and courage (and "insensitivity" as the diarist notes).

Commissaires of women in politics will note with interest the references to Shirley Williams. As with Mr Prentice, differences with her, and these colour the narrative, but there is also respect and occasional envy. Who, from the outside, would have guessed Mrs Castle's personal insecurity, which comes out when she compares her own performance at the Party Conference with Mrs Williams'. Once again I criticised myself unfavourably with Shirley who followed on pensions making an effortlessly fluent speech on the basis of a few scribbled notes and who was congratulated by Harold. Mrs Castle is continuously concerned about her appearance, going to great lengths to look her best for important occasions like Harold Wilson's farewell dinner. But "Shirley—late as usual—blew in at last in the same rather crumpled white frock she had been wearing all day, her hair uncombed".

As for Mrs Thatcher, her immaculate appearance is a constant source of wonder (and irritation). "Roy J. sitting next to me, groaned and I said 'She is not quite real, is she?' As he agreed, I added, 'If she would occasionally come in with a smut on her nose, her hair dishevelled, looking as if she had been wrestling with her soul as I do'." Hu gave his slow smile, "I wouldn't say that your hair is ever dishevelled. If that is to be the criterion, Shirley would win every time". "That's why everyone likes her", I retorted. "Men never feel at ease with a woman politician who looks as if her hair has just been combed".

Tizard torch

After many months of hesitancy, Dr Barbara Tizard has now slipped quietly into the shoes of her late husband, Professor Jack Tizard, as director of the Thomas Coram Research Unit.

It was Jack Tizard who, as a re-

search professor at the London Institute of Education, managed to raise funds to start the unit in 1974. His inspired leadership for studies about both normal and handicapped children, his optimistic belief that action research could lead to policy change, and his ceaseless fight for the financial backing to carry it all out on a sufficiently long term basis, all made him a particularly hard act to follow for anyone, and it was understandable that Barbara Tizard should be doubly reluctant to do so after his death at the age of 60 last year. However, advertisements for the post produced a disappointing field. Barbara Tizard, already on the Thomas Coram staff with a London Institute readership, and particularly distinguished for her work on early childhood, agreed the summer to carry on the job, unofficially, in formal negotiations are expected until the end of the year. The Department of Health and Social Services—whose original wish was to have a research unit in the building, and support staff up to 1984 as well as direct funding of research projects—and the Social Sciences Research Council.

The SSRC decided earlier this year that the Thomas Coram Research Unit should be one of its five designated research centres in the future. (Funding also comes from charities and foundations, and London University puts in money with three named posts, including the directorship.)

Once formalities have been completed, planning of research projects over the next six years or so can go ahead, and Dr Tizard's time for personal research will probably be limited, but the Thomas Coram unit as a whole is expected to flourish with its usual wide variety of work in handicap, education and child care.

Once source of research funding which seems to have completely dried up is the Department of Education and Science; it is apparently difficult even to get any idea of what they might want in the future. In fact, the flow of resources has now gone into reverse: the DES has taken to ringing up and asking if Thomas Coram would kindly send back various things such as filing cabinets that were bought with DES grant money on different projects.

Listen to the moral

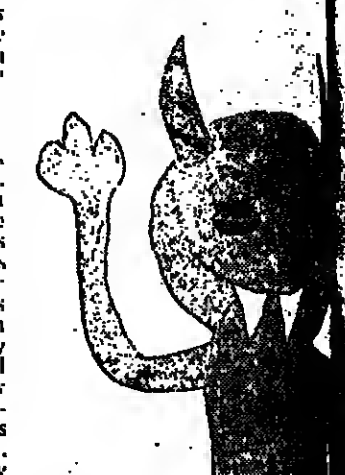
This lighter side of the business mind can take some curious turns. Mr Jim Slater, a person well known in City circles (recent reports are of Canadian oil exploration) has taken once again to children's literature.

The A. Mazing Monster series, carried on from where the Mr Men story, according to Mr Slater, they were developed from an original drawing by Christopher Slater, now aged 15. One day he drew a monster which was so good that it was pinned to the kitchen notice board. Jim Slater began to write a story about it. "You write me a story and I'll illustrate it," said Christopher.

And so it was that a partnership was born which led to 16 small, beautifully illustrated books and a cassette recording, all of them published in England with publication in many parts of the world under negotiation. Slater fears that Mr Slater might have been frittering away his time were this laid to rest. "I suppose you could say I could live off my book earnings," he says, though certainly it would not be in the manner in which he is actually doing it.

The stories are pleasant enough, and endearingly transparent. The Tricky Troggle is one of the most recent. In it, Mr Grub, who is both

mean and unkind to animals, is a Troggle. This small, blue, purple fellow with horns, is trapped by Christopher as he chases up the Troggle so he can change people's lives and makes a great deal of which he stashes under the stairs.



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Black teachers 'face race bias in jobs and promotion'

Allegations of discrimination and harassment against black teachers have been made by The Society of Immigrant Teachers. Jobs and promotion are denied and stricter checks applied,

Claims of tougher testing during probation

Black teachers in British schools are being denied both jobs and promotion because of their colour, leaders of the country's largest black teachers' organization claimed this week.

They also say that more stringent tests are made on black teachers during their probationary year than on whites, and that the black teachers are discriminated against in the way they are promoted.

The Society of Immigrant Teachers has sought the help of Lady Young, Minister of State, in the case of one London teacher, a London University graduate in maths and physics, who claims he failed his probation for boycotting voluntary activities as part of a union dispute.

The 42-strong society is calling on the Department of Education and Science to launch a public inquiry into why black teachers are "underachieving".

Mr Radhika Ray, organizing secretary of the society and a member of the Black Teachers' Society, said this week that black teachers are treated as a "second class teaching force".

He told a seminar organized by the SIT on "Black Teachers in British Education" that the situation was worse now than in 1978.

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when a survey by the society in the London area showed that 60 per cent of black teachers were on scale 33, 33 per cent on scale two and only 7 per cent on scale three and above. It also showed that 80 per cent of black teachers were employed in social priority schools.

He said: "It is no wonder that black children are under-achieving when black teachers are under-achieving."

He told the TES afterwards that while there were only about 1,000 or so black teachers in the country (no official figure exists) hundreds of qualified black teachers were unemployed and working as bus conductors or laboratory technicians.

"Black teachers are managing to get into training colleges and through their courses," he said, "but many are failed by heads and advisors during their probation. This hardly ever happens with a white teacher. An HMI or adviser might check on a white teacher once or twice during his probationary year. With a black teacher the average was 20 times he checked."

One teacher, Mr M. Chakravarty, a London University Graduate in Education was employed by the ILEA for eight years as a relief supply teacher before the authority put him on probation when

he was offered a temporary salaryed post. Inspectors visited him 19 times, and finally the ILEA recommended to the DES that they be allowed to sack him as he was not suitable for further employment as a qualified teacher. Mrs Shirley Williams, Education Secretary at the time, had been approached by the Society of Immigrant Teachers and refused the ILEA request saying it was unfair as the teacher had already been employed by them for more than eight years. The SIT described Mr Chakravarty's case as "a classic case of discrimination and harassment".

An ILEA spokesman said this week that Mr Chakravarty was visited 19 times by inspectors with the aim of giving him advice and improving his efficiency.

One of the founders of the society, Mr Samuil Alom, said that the concentration of black teachers on the bottom scales was harmful for pupils as they saw blacks as being at the bottom of the ladder. He added: "We are not seeking positive discrimination. We just want fair play."

Mr Dalip Singh, president of the SIT, said there was discrimination against black teachers in schools on the question of promotion. "They are not accepted unless they are far better qualified, and then they are not fairly treated," he said.

Staff and pupils must pay to use their school hall

County is charging the schools nearly £10 an hour to use their own school halls at weekends and on the weekday evenings.

The decision by Cambridgeshire education authorities to charge schools for the use of their own school halls at weekends and on the weekday evenings has caused a row among teachers in the county's schools.

One large comprehensive, the King's School in Wisbech, regularly uses its hall on Saturdays for a variety of sports and music clubs and is threatening with having to shut both its Christmas pageant and Easter performance of the school's own production.

Under the education committee's new policy, schools, school societies, clubs, and parents have to pay to use school premises for out of five weekday evenings and all weekend in primary schools, and all weekend, though only on weekdays in secondary schools. Charges range from £5.00 an hour, external of £10.00 an hour, to £15.00 an hour, internal of £20.00 an hour.

The main exception is sporting events. Four blocks of sport are given free to the school on a Saturday, Sunday, or Bank Holiday. The school societies are also given free use of the hall on a Saturday, Sunday, or Bank Holiday.

Mr Hyatt of the Lakes school told the TES: "There is a tradition here that staff give up their Saturdays and Sundays for rehearsals and productions. We do not know whether the school pantomime and other major productions can now go ahead. It could lead to us having to ask the pupils to pay themselves or to have sponsorship."

So far this year, the school has had to turn down £100 from its £500 budget, roughly a per cent. A school caretaker's average overtime pay is £1.76 per hour, rising to over £3.50 per hour on a Sunday.

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Higher fees block East African Asians

Asian teenagers who have been forced to flee from East Africa are being prevented from studying at British colleges because they cannot afford the fees.

Unlike official refugees who are treated as "home" students, and pay lower fees, East African Asians are classified as overseas students. The difference in costs is large.

Home students pay £216 a year for non-advanced courses while overseas students are charged £1,890 for laboratory or workshop based courses and £1,380 for online.

Mr Jay Thakkar of the Asian Community Action Group, which helps Asians from East Africa, where the "Africanization" policy is gradually driving the Asians out, said: "A student of 17 who comes here from Malawi with his family is not counted as a 'refugee', he is told. The TES this week, 'You become of the political situation in Malawi, he has no choice but to leave his family. In many cases, the family has come over with little or no money and is not credit-worthy. How are they to afford overseas fees?'"

It was ridiculous, he said, that children of newly arrived students immediately become eligible for free schooling but were effectively barred from further education, thus restricting their employment opportunities.

A widow on supplementary benefit with two daughters aged 17 and eight came here recently, Mr Thakkar said. "She could send the younger one to the local school but the older one couldn't go to the local college."

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Houghton award effects 'embarrassing' Victory for education officers in comparability battle

by David Lister

Education officers have succeeded in convincing their local authority employers that their pay differs significantly with teachers' and lecturers have been badly served since the 1974 Houghton award to teachers.

The National Joint Council, the employers' negotiating body, this week sent a letter to the chief executives of every local authority advising them to take a fresh look at the repercussions of the Houghton award.

This follows nearly two years of considering the anomalies caused by the award by a working party of the employers and the National and Local Government Officers' Association.

Education officers have become increasingly angry that their salaries are often lower than college principals, head teachers and senior school heads in the same local authority. A recent survey by the Association of Education Officers found that in 40 local education authorities the chief education officer was not the highest paid employee in the service.

One CEO told the TES this week: "It is embarrassing and awkward when a college principal who is earning more than the chief education officer comes in to see him for advice."

The NJC and NALGO joint advice in local authorities says that the implementation of the Houghton award has caused certain problems in some authorities which have not been resolved by recent comparability awards. It urges authorities to "arrive at suitable solutions".

locally bearing in mind: relative job size or responsibilities; the between education administrators and teachers; market and recruitment factors; career structure within the education service as a whole.

Education officers have long been claiming that the erosion of differentials is causing people to leave the education service for school and college rather than progress the other way.

The employers have already agreed to raise the pay of deputy chief education officers from 70.75 per cent to 75.80 per cent of the chief's pay.

No settlement has yet been reached on the 1980 pay award for education officers. Officers under the rank of deputy who were claiming a 20 per cent increase have been offered 13 per cent and their claim has gone to arbitration. Chiefs and deputies are still negotiating. They claimed a "substantial increase" and have been offered 12 per cent.

The remuneration in the 13 per cent offer to lower rank education officers will also closely concern school secretaries, school most supervisors, nursery assistants and lab technicians who all came under the same NALGO negotiations, though they are all on lower pay scales than education officers.

An education officer's salary starts at about £6,500, a lab technician at about £3,800, a school meals supervisor at about £3,500 and a school secretary at between £3,000 and £3,500. The vacancy for the chief education officer at Gillingham is being advertised at a salary of £15,474.



Michelle Wood and the winning men.

Haute cuisine, cold demise

by Stephen Cohen

The irony of the luncheon cook of the year contest, the Waggoner Irony, there can be in such an event, was that it was sponsored by the makers of electric cookers and held in the Savoy hotel which prides itself on preparing its exquisite dishes on gas or solid fuel ranges.

The irony, if there is such a thing, in the Waggoner Irony, was that the winner of the contest, a chef, was not a chef, but a cook. Indeed, a vegetarian selection took third place.

The tragedy was left lying around the winners' feet. The judges had done their work, the guests had had their food, the buffet lunch and the nation's press and broadcast media had departed. All 45 of the 15 entrants' carefully-prepared courses were slowly going colder and colder, nibbled and nibbled and eventually ending up in the slop pails.

It never seemed to occur to the competitors' families, onlookers and general freeloaders that the children's own creative might be more interesting and exciting. In fact, the Savoy's chicken and rice buffet lunch, my cursory testing, well, heavy sampling, in fact, honest, revealed that there was a lot of difference. For one thing, the Savoy was not serving up Michelle Wood's delightful baked avocado with walnut butter and bacon. Nor did they have her plaice in creamed cream and the surprise chocolate mousse.

Michelle, 14 years old and from Formby, Liverpool, took first prize of a mid-air wave cooker, two weeks in the South of France for three people and a course of lessons in haute cuisine.

Second prize went to Marie Anne Jarvie, 16, of Paisley, Ayrshire. Joanne Last, 15, from Goudhurst, Kent, was third.

It was a pity that not everyone could have won a prize, but getting through to the final, involved knocking out 7,000 other hopefuls. Abigail Saxon, 15, from Bristol, wiped back a tear as her mum told her there were reporters hanging around. "She scrunched up her nose and brava smile. Allieu Edwards, 16, from Swansea, tipped her bottle of louna into the pan, while her guard of lionar snail oil forlorn.

And Sarah Polera, 15, from Stockport, threw caution to the wind and asked into her profiteroles aux chocolate with abandon. They were quite nice.

"Nicer than the Savoy's," said an onlooker. "Yee," said her friend. "There are so dry, there's nothing in them. I need something to wash them down."

And then they got on to Princess Margaret who had been shawing the winners their prizes. "She needs to watch her figure," said the first mini. "At one time she was so stiff and stodgy."

"Just like these profiteroles," said one two.

Private schools may foot bill

Many of the independent schools which will accept children under the controversial assisted places scheme are expected to subsidize the pupils themselves if an incoming Labour government were to carry out its threat to cut off cash for the project when it takes effect.

Heads will urge a Labour government to allow these pupils already in private schools under the scheme to continue with cash aid. However, Mr Ian Beer, the chairman of the Headmasters' Conference and head of Lancing College, Sussex, says: "I believe the philosophy is such that we would do everything in our power to help the pupils and keep them on at school."

It is uncertain how many will take part as Mr Mark Cerullo, the

Education Secretary, is expected to announce next week that the number of schools in the scheme is to be cut yet again. DfES officials are working on offering 6,000 places in about 250 schools. Originally the scheme was going to cater for 12,000 children.

In spite of government efforts to attract the interest of lower-paid families by offering bigger subsidies, headmasters still feel that it will be those parents on middle-income who will mainly be taking advantage of the scheme.

Ironically, though, if their fears are justified it will make it easier for the schools to foot the bill for subsidizing the pupils and make it increasingly likely that they will be able to ask parents to foot the bill themselves and only pay it if the parents cannot meet the cost.

Parents should say what they would pay

by Sarah Bayliss

Parents with children in schools should be asked what they expect to obtain free state education, says the Child Poverty Group.

A survey in one Bristol school of free writing paper and text books revealed that the parents of 87 per cent and 84 per cent respectively thought that the school should pay for these.

By contrast 54 per cent thought the school should be free for the parents and 40 per cent thought that the school should be free for the parents. The survey also revealed that 34 per cent of parents thought that the school should be free for the parents.

The idea of a national survey of the priorities of parents is put forward in a pamphlet issued by the CPAG this week. The author, Mr David Bull, a lecturer in social administration at Bristol University, said the survey was carried out in one of his students' schools.

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Personal column

Ted Wragg

Survival of the species

might be applied in some 30-year-olds.

We must, however, be prepared to face up to the worst possibilities: that many teachers, seeing the lack of promotion opportunities and succumbed by the same focus year after year, will become bitter and demoralised.

The effect on schools would be devastating.

I went to a school staff meeting a couple of years ago to talk about changes in our society and in education. The school was an exciting one. It was a school that was a great deal in the early seventies. During discussion several older members of staff spoke with pride about the school's progressive attitude to education, until one of the younger teachers spoke out. "I don't find the school progressive at all," he said. "Every time someone suggests a change people say: 'What is wrong with what we do now?' and nothing else." Once he has taught far and achieved his objectives today's radical can easily become tomorrow's conservative.

Teachers are given front-line responsibility for the survival of the species. When society becomes more complex, more dominated by technology or bureaucracy, it is exacting in its demands on teachers. It is in classrooms that every one hopes the next generation will be adequately prepared.

I was recently writing about teaching in higher education, where the student is faced with the demands of a rapidly changing world. I was not unknown to me that the Great Historian in the Sky is probably at this very moment entering the phrase: "What is wrong with what we do now?" In his volume of famous fictional sayings, alongside such last utterances as "What the hell are adaptive routines?" (last dinner), "What needs wing?" (last dodo), "It's nice to have a few friends round" (Julius Caesar), and "I think they've all gone home" (General Custor).

I do not believe that we should be over-optimistic about the future; over the years, the world has been black. The hardest years will be the early and middle years of the 1980s. By the early 1990s over a third of the present teaching force will have left or retired, primary enrolments, on present trends, will have risen sharply. The second school population will be on the verge of another boom period.

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Major children's hygiene campaign launched after survey Sharp increase in head lice victims

The number of schoolchildren suffering from head lice has risen sharply, according to a survey published last week.

Figures compiled by London's Health Authority show that out of 50,000 children examined last year, more than 1,600 were found to have head lice.

In Bedford the number of schoolchildren with lice increased from just 0.26 per cent in 1974 to 1.4 per cent in 1979. In Havering 3.3 per cent were found to have head lice last year.

The health authority has now launched a major campaign to help parents and children deal with the problem.

Dr Raymond Donaldson, director of studies at the extension centre of the London School of Hygiene and Tropical Medicine, said: "The number of schoolchildren infected seems to be on the increase."

He said the psychological problems of victims were often worse than the physical ones. "Other children and adults take a harsh view of these problems. The person concerned feels a stigma attached to them," he said.

Parents should make sure their children washed and brushed their hair regularly. "There is a lotion available which kills both lice and their eggs after one application," he added.

He said the psychological problems of victims were often worse than the physical ones. "Other children and adults take a harsh view of these problems. The person concerned feels a stigma attached to them," he said.

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Teams set to take the plunge

There will be a big splash in Luton today and tomorrow when the team, diving and water polo championships of the English Schools' Swimming Association take place.

Plant Hill School, Manchester, the strongest water polo team in the country, will be competing again, together with some other regulars who have reached the semi-final stage: City of London School, King's School, Greenwich, Bradford Grammar School and some newcomers from Arle School, Cheltenham, and Sedgefield School, Cumbria.

Bradford is also in the team events of freestyle and medley relays for boys and girls in three age groups. Millfield School, where Olympic champion Duncan Good-

have learnt his trade, will, as is habit, be represented by several teams.

Kelly College, Tavistock, Devon, the oldest master of "Moscow" silver medalist Sherron Davies, is another sidekick with several teams.

Among the others taking part are Hunmerskott School, Derlington, fastest quallifiers in both under-14 age; City of London School, King's School, Greenwich, Bradford Grammar School and some newcomers from Arle School, Cheltenham, and Sedgefield School, Cumbria.

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Classroom guide to copyright

Teachers often use material in a way that clearly infringes copyright, according to a new book on essential law for teachers. It explains the copyright laws and some of the dangers for teachers, at the same time warning that special licences are required by local authorities in

Use of results study

Reading University is to get £33,722 from a petroleum company over three years for a study of the use made by employers of GCE and CSE examination results.

The fellowship is to be held by Mrs Janet Jones, a local teacher.

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SPECIAL ANNOUNCEMENTS

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16 Malone Road, Belfast BT9 5DN, Tel: 0232 66418/9

School to work

Whatever is happening to industry itself, the business of explaining it to the schools is flourishing. After three years of experimentation and a proliferation

of schemes, the new School to Work organizations are settling down to become an established part of the educational system. Mark Jackson reports.

Industry project has an uphill task

The main report of the School Council's industry project, begun three years ago, is being prepared. It will show how obtaining effective teaching about industry—or any other subject—spread across the whole curriculum is a great deal more difficult than many people thought.

The industry project is the first major study in the council's new style of research, which relies primarily on action research and development of techniques and materials by classroom teachers rather than by a central team of experts. The main work has been done in 25 schools spread across the country, and the project's director, Mr. Lightfoot, says that significant change has occurred in between a half and two thirds of the schools.

In each of the five areas the project was run by a coordinator, selected by the council and by the authority. The schools, says Mr. Lightfoot, rejected what seemed to be easier options—either setting up an industry subject exam or teaching the subject as part of a generalized course in social education—and took on the task of getting industry awareness into the curriculum generally. It was the responsibility of the deputy head in some of the schools, and in others

arranged by committees of departmental heads.

The apparently small scale of the project and its slowness in producing results are among the main criticisms of the Schools Council and more open criticism from outsiders. Mr. Lightfoot says: "It was a question of expectations: people were used to the idea that the main purpose of a schools council project was to produce a lot of materials. We thought it was more important to identify how real change can be initiated, and it is a lot more difficult than many people think. One important result is that we have been able to get other people such as trade unionists and employers into the schools to share in the teaching."

The projects findings will suggest that some of the activities which have been set up in the first flush of enthusiasm for improved liaison with industry can be counter-productive.

Mr. Lightfoot's term as director finishes at the end of the year, and he is handing over to Sue Holmes, a member of his team. A letter is going out this week from the council to education authorities asking as many as possible to cooperate in the second phase of the

study, which will last until Easter 1982. The council, which has spent £300,000 so far, is putting up another £45,000 more, and the Department of Industry is finding another £30,000.

Seven booklets are to be produced for use in school with simulations, including business games, and a teacher's handbook. They are to be published by Pitman's.

Mr. Alan Mann, the council's secretary, says that the project is likely to continue in some form after 1982, as the difficulties over its progress have been resolved. He told *The TES* this week: "Mr. Lightfoot is a very subtle man and was important in that we have been able to get other people such as trade unionists and employers into the schools to share in the teaching."

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NEWS

Headmasters' Conference, Richard Garner reports

High standards result of advantages says Carlisle

Britain's public school headmasters were reminded last week by Mr. Mark Carlisle, Education Secretary, that they "ought" to be able to achieve high academic standards.

Mr. Carlisle, speaking just 24 hours after the headmasters' Conference at Edinburgh had published the result of their 209 schools' A level examinations for the first time, which showed an 84 per cent pass rate compared with 74 per cent overall, said that the independent schools' results were a "commendable achievement".

"You can choose your pupils and to some extent your parents. The better off from this country and from abroad hammer at your door and many parents who are far from well off are ready to make great financial sacrifices to have their children educated by you," he said. "So you can take your pick. Many of you can get backing from industry and other sources."

Treading the via media

Headmasters were back at their schools this week armed with enough ammunition to shoot down even the most persistent of journalists' nosing out news of their pupils' misdeeds.

Copies of a new *Good Communities Guide*, produced by the Independent Schools' Information Service, price £2, were selling like hot cakes at last week's conference.

It underlines that a harassed head should "play for time" and never give an off-the-cuff comment or ask a reporter how he or she found out about the incident. If faced with a visit from a reporter, the guide urges: "Be polite! Most reporters are decent human beings who respond to being treated civilly." In order to protect the school locally, editors should be asked to contribute to the school magazine or talk to senior pupils; (ii) invited to be guest speakers on the board of governors.

On television interviews, says: "Do not assume that apparently teenage girls will board who come down to the school and may turn out to be your viewers."

"You will be taken to the room or the producer of the programme will only ask you two or three questions and then a heavy door will close on you."

The guide may well offer tips to the headmaster who could have an added security of his own, Mr. Tim Dwyer, director of information, says: "I am sure that you will find this a most useful guide to the head who knows how to tread the via media."

The schools do a wonderful job at school time, but no representative of authority calls, since rationed calls have been abolished in the name of economy, playing fields are closed, sports equipment is not available. So, in the evening, the unemployed youngsters, frustrated and disillusioned, seeking a collective identity, since the means of developing an individual personality are so hard to come by, sport has more to offer in terms of collective identity, the root cause of many of these problems, and almost any other social activity, which holds out better prospects of producing good community relations.

The Football Ground Improvement Trust, which has a hand in creating, has been a very considerable success. It is financed, most generously, by the pools companies. Their first task has been ground safety. It is a top priority that they now encourage the fullest use of their facilities for community sport, involving sensible relationships between players and supporters.

It is in the identification of the supporters with the teams that we get most football problems; it must also be the means of their solution. Football must also go all out to attract the family as the basis of its business. On its field every action of dissent and foul play ought to be regarded by the club as their responsibility, and dealt with accordingly. It must be realized that misconduct by the stars, often televised to the world, is taken as normal conduct by thousands of youngsters, going right down to schools level. It has to be eliminated.

One aspect of the recent incident when a police sergeant entered the pitch to deal with a case of foul language by a player was intriguing to me. It is two years since the Sports Ministers of the Council of Europe spent considerable time discussing violence in sports. We were told that in some European countries over two or three hundred prosecutions a year take place arising from illegal behaviour on the sports field.

We reported these facts in the summary of our discussions. Not the slightest interest was shown by the press or authority. I personally do not distinguish between an unlawful act on the field of sport or in a public thoroughfare. The football authorities acknowledge the logic of the situation when they authorize private prosecutions for assault on officials and players.

At the grounds the first priority must be to "get all seats", and to provide the comforts which go with such an approach—refreshment, family lounges, decent toilet accommodation. Apart from encouraging the return of family support, all-seated stadia will make the identification of offenders easier for the police and club stewards. Nothing is easier for offenders than to lose themselves in the mass of the terrace.

Community sport and recreation is the responsibility of government, both central and local. They are all aware of a number of troubles, and must accept their responsibilities. For the Home Secretary to make speeches attacking the shortcomings of football and slinging his eyes to the fostering grounds of bad community relations is just as much a dereliction of duty on his part as that which he condemns.

The Football Council Improvement Trust must be helped to finance all that needs to be done by the clubs. The pools pay 40 per cent of their takings in tax. This is far higher than any of their competitors in any field of gambling. It is imperative that it be reduced in return for an undertaking from the pools to increase greatly the income of the Trust.

A national lottery, recommended by the Royal Commission on Gambling, though not at the expense of the small clubs and charities as they intended, must be provided by Parliament. Here again, Ministers of Government who bemoan the evils of bookmaking must realize their own responsibility for much of it, if they refuse to provide the means of its removal.

Do we have the imagination and the will to take the challenges of state in sport and recreation? No one can be confident that these qualities are to be found in the Treasury, the Departments of Education and Environment, or among Ministers. Our only hope is to bring home to them all the fact that, by their neglect, they more than share the blame.

Denis Howell, MP, is a former Football Ground Improvement Trust Minister for Sport in the last Labour Government.

Sports Diary

Denis Howell

Home truths for hooligans

The social importance of sport has never been more apparent than it is today. Yet rarely has its need been less understood, and its provision less adequate.

The ingredients of disaster exist in all Britain's cities, including what stress and deprivation. The recent events in Bristol shows the price of neglect. Fundamental to any understanding of present problems—whether these be football hooliganism, community disturbance or neighbourhood vandalism—is the need for an appreciation of the importance of good influences in the lives of youngsters.

The family is the bedrock of civilized society, but it is the last consideration in the minds of administrators when providing for education. The truth is that the education of parents in family responsibility is non-existent in most areas.

In so many homes the wife has been expected to go out to work, to return and clean the house, to look for the family and to find her only relaxation in putting up with watching the box, and discouraging all conversation. At a time when the communication between the generations was never more important, it has never been more lacking.

As for providing sport and recreation opportunities for women that sell the biggest area of neglect is both our local authorities and our sports bodies.

Even worse than this are the difficulties of one-parent families. I recently did a rough survey of schools in a ward in my constituency consisting mostly of high rise flats and malodorous. I was astonished to find that 50 per cent of the children in some of these schools came from one-parent families. This was the result of a housing allocation policy which gave first priority to putting such families in council houses with the lowest rents.

The schools do a wonderful job at school time, but no representative of authority calls, since rationed calls have been abolished in the name of economy, playing fields are closed, sports equipment is not available. So, in the evening, the unemployed youngsters, frustrated and disillusioned, seeking a collective identity, since the means of developing an individual personality are so hard to come by, sport has more to offer in terms of collective identity, the root cause of many of these problems, and almost any other social activity, which holds out better prospects of producing good community relations.

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TRAVEL

WHAT'S IN A NAME?

We are often referred to as STS and we are widely recognized by the use of our initial letters. Over the years, however, with the proliferation of travel companies and the increasing use of initials, confusion has sometimes been caused by other people using a name similar to ours or even the same initials.

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Firms face £2m cash plea

Companies, busy cutting back on spending as orders drop, face a call to provide more cash for industry education in the schools.

Understanding British Industry, the CBI foundation which teaches teachers about industry, is to launch an appeal for another £2 million in its new campaign, Understanding Industry, which was set up by a bankers' consortium to seed businessmen into the schools, is preparing to step up its fund-raising so that it can operate on a bigger scale.

UBI, which started operations three years ago, expects to have spent the £1.5 million it obtained from big company contributors by 1983. Next spring it will launch an appeal for funds to finance its operations up to 1985.

Like the Schools Council's project, UBI has aroused considerable interest, much of it from the school-leaving specialists employed by some of the big companies, because of its apparent slow progress. The critics attack the small numbers of teachers who have been responded to industry through the UBI scheme, and say that the organization has concentrated too much of its effort on the wrong areas of the country.

UBI's director, John Nisbet, a former Department of Education official, says that he is aware of the criticisms but is unable to pin down the criticisms to any particular proposals for an alternative programme. "Nobody has been able to tell us what we should be doing," he says.

Mr. Lightfoot, Mr. Nisbet believes that getting industry teaching into the schools is "incredibly difficult". He says: "Teachers aren't readily influenced by outsiders, thank God. It is one of the great virtues of our educational system that it can't be brainwashed."

UBI is highly interested in what the Schools Council project will have to say about preparing teachers for industry experience. Mr. Nisbet says that at present there is practically no evaluation of this kind of activity.

This week UBI appointed the last of its eight regional organizers: Mr. Cyril Reece, a former industrial scientist who became a teacher, will be responsible for Wales. The other organizers are based in Glasgow, Birmingham, Cambridge, Amersham, Warrington, Southampton, and Exeter, with the headquarters in Oxford.

Mr. Nisbet rejects the criticism that this distribution is in favour of the areas of light industry rather than the traditional industrial centres, and says that UBI had to go where the local authorities were the most willing to cooperate.

In the past year or so the regional organizers have been developing activities well beyond the secondment scheme. They include persuading big companies to set up conferences and short courses for teachers, and joint teacher-industrialist groups such as the Wolverhampton working party, which is about to report on a whole range of subjects including the relationship of industry learning to the curriculum.

Mr. Nisbet agrees that many authorities and individual schools are arranging their own teacher secondments and exhibitions without the help of UBI, and says that the more who do this the better.

The organizations are already recognized by specialists in their field as an unofficial club—which calls itself "the pigeons' club" because, it claims, its organizers are small but active by comparison with the allegedly more cumbersome new bodies.

The Industrial Society, which has been running its Challenge of Industry conferences in schools with money donated by companies in 1962, is planning to appeal for new funds next year. Although it charges schools or education authorities—i.e. the direct cost of the conference, the administration costs about £50,000 a year.

A conference of the field staffs of the four organizations will be held in December. They hope to reach agreement on a joint brochure for

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OVERSEAS NEWS

Schooling is a major issue in Sunday's West German federal election

Strauss, Schmidt and die schulen

Comprehensive schools, vocational training and the exploding number of non-German children in inner-city primary schools are the main educational issues worrying West Germany's voters in the Sunday election. Although education is to a great extent, the responsibility of the states, it has nevertheless featured large in this federal election campaign.

The bitterest debate revolved around comprehensive schooling. Chancellor Helmut Schmidt's Social Democrats consider the comprehensive school "the most suitable means of ensuring equal opportunities" but the Christian Democrats, led by Herr Franz Josef Strauss, said they would "ride by the classified school system because it is the more humane and the more efficient system".

Herr Walter Ruch, West Berlin's Senator for Education and the Free Democrats' national spokesman on education policy, alleged a week before election day that if Strauss won the election, the Christian Democrats would cancel the agreement under which certificates granted by comprehensives are accepted in all states.

The traditional system divides pupils into three different types of school at 10: high schools which end at age 19 with the Abitur the university qualifying examination; intermediate schools which end at age 15 and which offer qualifications for pupils to go on to higher vocational training; and secondary schools which end at 14.

The Free Democrats, headed by Foreign Minister, Herr Hans-Dietrich Genscher, want down the liberals' traditional middle road by saying carefully that the comprehensive school "ought to be given a chance".

About 300,000 pupils, 2.5 per cent of the total, now attend the 300 or so comprehensive schools in West Germany and West Berlin (see below). Most comprehensives are in states governed by the Social Democrats.

In Bavaria, where Strauss's party newspaper has denounced comprehensive schools as "a crime against pupils", the state has permitted only three of them, closing one after a year's trial.

The Social Democrats argue the age of 10 is too soon for a child's future to be decided and that the system perpetuates class differences and disadvantages.



Honda off our traditional schools, and Schmidt prepares to do battle, but comprehensives give everyone a better chance. Opponents Strauss

During the election campaign, the Social Democrats also added the argument that as the number of school beginners will drop sharply from next year, many communities soon will have to consolidate their schools anyway if they are to remain open.

The Christian Democrats say the secondary schools must be preserved or restored "to provide thorough, general education to prepare pupils for working life and to help them to choose the right trade".

The party rejects the argument that the dwindling numbers of school beginners justifies merging the three types of schools. They claim that comprehensives hold back bright children while failing to prepare the others for working life.

Voters have expressed their worries about vocational training for jobs in the computer age and also about the growing number of foreign children in inner-city schools.

On these issues the lines between the major parties are less clearly drawn. Both are promising to maintain the dual system whereby so-called apprenticeship is divided between school and the place of training.

Neither did any of the parties come to grips during the campaign with the problems raised by foreign children, although all admit this probably will be one of the major issues facing the newly-elected parliament during its four-year term.

In some industrial cities, 30 per cent of the pupils are non-German, the largest national group usually being Turkish.

Some city administrations, worried about the high concentration of immigrant children in certain schools, have taken a leaf from the American book and started bussing children to spread them among all of the community's schools. But where the American schemes bus pupils of all races, the German cities that have inaugurated such programmes as far as only the non-German pupils, a practice that provoked a protest by Italian parents in Cologne recently.

Another education dispute in election Germany is over whether German schools should shift to full-time teaching. In general, the Social Democrats support the all-day school in preference to the current system of six half-days a week. They believe it would reduce the load of homework by permitting children to study longer or school-wide teacher supervision, and most of the comprehensives are run as all-day schools.

Introduction of the full day for other schools has been delayed because of lack of space, although that problem may solve itself as the number of pupils declines.

Some proponents of the classified school system say the best way to combat the comprehensive lobby is by going over to all-day teaching.

But many Christian Democrats suspect the idea is a leftist Social Democratic ploy to separate pupils from their parents.

OVERSEAS NEWS

Shakespeare and Shaw to be elbowed out in search for 'useful English'?

by Benny Morris

JERUSALEM

generation unfamiliar with Shakespeare, Milton, Byron or Keats is growing up in Israel and soon it will know little about modern English literature as well.

This is the predicted effect of a planned reformation of English teaching to go into effect in 1982.

The reform, the second major overhaul of English teaching in five years, will cut greater stress on comprehension and speaking and writing skills. These will become the only English subjects tested in the matriculation (university entrance) examinations.

At the same time, schools will be given greater leeway in choosing texts for study and each school will internal examinations on the same material.

The first major shift away from the "useful English" took place in 1975, when a new curriculum, based on twentieth century texts, was introduced to the population of thousands of Shaker's Hebrew high school pupils.

Many of the country's older English teachers were appalled, but the old curriculum was set in 1922 and was based on the pre-1948 British Mandate outlook that the words of English teaching was, in the words of Mr. Raphael Gefen,

chief inspector of English, "to impart enough language proficiency to enable pupils to understand and appreciate the culture of the English-speaking people".

While the teaching of English in primary and junior high schools was always geared to imparting basic skills, the high school curriculum was heavily weighted towards the study of literature.

It offered high school pupils a choice of one of three of Shakespeare's plays—*Hamlet*, *Macbeth* or *Julius Caesar*; Milton's *Paradise Lost*; *Essays* by Francis Bacon; a selection of the works of Wordsworth, Byron, Keats and Shelley; *Essays* by Boswell; Addison and Steele; and one of two modern short stories.

The result, says Mr. Gefen, was that often pupils entered high school with a lower level of communication skills than when they entered it.

A whole generation of Israelis now in their forties know all about seventeenth and eighteenth century literary figures and works, but can talk about them in Hebrew—but cannot communicate in English even on the simplest level, according to Raphael Gefen.

So the philosophy guiding the 1975 reform was that English should be taught as a means of communication, as a *lingua franca* to be used by Israelis with foreigners in Israel or when abroad.

Since then, high school pupils have been able to choose between

Judo helps throw off colonial PE

A.S. Abraham

BOMBAY

Indian schools should teach children yoga, judo and folk dances as part of physical education.

This is among the suggestions in a draft curriculum for physical education that the National Council of Educational Research and Training, a federal Schools Council body, has submitted to the Government.

The curriculum emphasises the teaching of yoga, judo and folk dances because doing so will not cost much money or elaborate facilities in a country where education is the province of the state and where the majority of the population are poor.

The council document points out that in congested urban areas, most



Crowded classrooms, "foreign" sports

education is considered an extravagance.

This is partly because it has come to be identified as part of Western, and especially British, imperialism on the Indian education system with the introduction of "foreign" sports and games like hockey, cricket, football, track athletics and tennis. All these require large open spaces and, by Indian standards, costly equipment.

The council document points out that in congested urban areas, most

James Connell on the Spanish education jobs no one wants

Chiefs face bombs, threats and pickets

BILBAO

The highest risk occupation in the Basque educational hierarchy is that of provincial delegate of the Basque Ministry.

The capital of each of Spain's provinces is a government-appointed civil servant heads the provincial administration of the Basque Ministry.

The delegates, under such constant pressures, are expected to be an expert in improvisation and short-term solutions, and to offer encouraging promises while working within the limitations of a tight budget.

Their role is all the more crucial by the highly-centralized Education Ministry in Madrid.

His decision-making powers are limited and major issues have to be referred to the central bureaucracy. The delegates have been threatened with dismissal if they do not meet the demands of the Basque regions.

In the Basque and Catalan regions, the delegates have been threatened with dismissal if they do not meet the demands of the Basque regions.

In these regions local languages are not only permitted in schools but directly taught by the Basque Government.

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been in the hard-pressed state primary school system are constant visitors and combined demonstrations involving teachers and their pupils on some issue of common interest are not unusual.

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features

Beyond play

Jerome Bruner and three members of the Thomas Coram Research Unit—Bobb Burchell, Pat Petrie and Barbara Tizard—have been watching video films of children in a nursery class and nursery centre. Here we publish extracts from their subsequent conversation

Tizard: Today, the most pressing problem in nursery education is to ensure that enough of it is provided. But in the midst of our campaigns against cuts, and for expansion, we do need to consider a quite separate issue, which is what actually goes on in nursery schools and classes. Jorry, what was your impression of the nursery as depicted in these films?

Brunner: Watching these films, I was struck by the fact that there was an enormous amount of shifting activity—it was on the town, it was responding to this and to that—and not sticking to anything very much. This was obviously both exciting to the children and quite plainly at times repelling to them, so that they turned off, which I take to be an indication of revulsion.

Petrie: One result of this shifting activity is that the children often can't carry through their play ideas because of interference. We saw one little girl trying to build a tower of blocks and another child come up and started building on top of it. Now if the teacher had been able to make some space for her, so that she could have the number of children who shared her space to just a few, that might not have happened.

Brunner: Space, and privacy, I would say, I, for one, would dearly like to see some very careful reconsideration of the architecture—the ecology—of the spaces in which children play. Your studies, Barbara, and the ones at Oxford have all indicated the extent to which space is an extraordinarily important thing. When there's only one space, and a constant circulation of children, it's very difficult to get continuity of play. The "bout" length of play is constantly cut down by distractions coming from the outside.

Petrie: I think it's not only space, but it's rights and their limits—who has the right to use things. If all 40 children in a nursery have equal right to the equipment—then if one child sits down to play the piano and others think it's a good idea too (as we saw on the video) that child hasn't any right to continue to use the piano on her own, and so her play, in its original form at least, comes to an end.

Burchell: Are we suggesting, perhaps, that nursery teachers should be thinking about setting up smaller, more restricted situations, so that if a child is to have an opportunity to develop her play, the other 39 children are not allowed to interfere with it? Yet the general philosophy of nursery education in this country is that children do have freedom to use whatever is set out in the environment.

Brunner: It might be that there's some sense in that—it means that they have to learn how to adjust their quarrels over property and so forth.

Petrie: But they could do that in a smaller group.

Burchell: I'm not sure, anyway, how much they do learn to get on with each other and share in the nursery class. They learn how to cope. But I do not think they learn how to work out a way of sharing, and of relating to children who want to join in with them. The dominant child gets whatever he's after

—the meeker one retreats and hopes to have a go later.

Tizard: This seems particularly likely to happen in a large open-plan class. The children do not have to learn social skills—they can just drift off when the going gets rough. And it is correspondingly more difficult for them to get to know other children really well. Yet the play and social interactions of children who know each other well is much more advanced and imaginative than when they are mere acquaintances.

Ideally, I suspect we should be thinking of smaller groups of children, with separate rooms for different kinds of activity, but this would also imply increased staffing.

Brunner: I, for one, do not want to be critical of nursery teachers. My intention is to think through what is the nature of their plight—what kind of behaviour does the space and the number force on them. Under the circumstances the teachers are heroic, the number of conversations that some of them maintain is mind-boggling.

Tizard: We have talked so far mostly about the logistics of numbers and space. But perhaps we ought now to discuss the constraints of the current nursery school ideology. There is still a generally accepted belief that the teacher's main task is to provide a rich variety of play materials which will enable the child to learn through self-choice play. But this puts tremendous constraints on the way in which the teacher can help the child.

If you remember, Susan Isaacs stated the aims of nursery education as "providing for the development of the child's bodily and social skills and means of expression, and opening the facts of the external world to him in such a way that he can seize and understand them." Now Isaacs certainly did not see this as happening only through the medium of play, and only within the nursery walls, to take the children into the "external world" and bring the world into the nursery. We also need to help children acquire skills which will not develop in free play—eg musical skills, and physical skills like swimming. Young children are capable of much more than is often supposed, and as they master a skill their confidence visibly increases.

Brunner: There are several ways, though, of going outside the nursery walls. One of them is fantasy, or rather drama, which is structured fantasy. In China they do rather complicated dramas in the nursery, which are fairly well scripted in their outlines, and then they improvise. That is one way of going outside the nursery walls. They do have to relate children to society by giving them proper work—picking corn, bulls for instance. But I want to get back to the business of giving them some skills.

Kids like skills enormously, and I think we avoid developing them, we are scared of death of schools getting too competitive. Whether it is quite throwing—or you name it—they need to know what it is like by your own effort to improve a skill by working at it over a period of time. Heresy!

Petrie: Isn't there a problem with the staff ratio in teaching skills?

Tizard: Yes, but we could make much more use of small groups, rather than working with individuals.

Burchell: What usually happens in the nursery in craft-type activity is that the

teacher works with one child at a time. Because there are so many children to get round, their expectations of what the children can make tend to be low. We saw on the video the teacher showing one child how to fold paper, but at home he was using a ruler and cutting zig-zags.

Also, the teacher tends to demonstrate one step at a time, but not the whole process. The activity becomes a series of individual tasks, separated for the children by queuing up to find out what to do next. But if the teachers worked with small groups of children they could show the group the finished product, and then show them how to do it, very much as they do in Playschool on the television. Provided the children had the basic skills to start with—eg, the ability to cut, to use scissors, this method would enable children to produce work of a much higher standard. But nursery teachers don't seem to like working in that way. So it's not very easy for the children to get a sense of using a series of different skills to achieve an end they have clearly in mind.

Brunner: This down-playing of skills has to do with the idea that play should come spontaneously from the inside. But if that is your implicit doctrine, the idea of mastering skill is very difficult to encompass. Because one of the things about skill is that it represents a half-way house between your intentions and the nature of the materials on which you're working. The materials themselves make demands that have to be met by acquiring a skill. The other thing about the notion of spontaneity is that everything has to get done now. On the assumption that if it isn't done now—the child somehow isn't going to be able to get back to it. Not so! Learning happens over time.

Petrie: And it would be naive to think that the "free play" nursery environment doesn't place enormous constraints on the children as well—the constraints imposed by the other children and their activities and by the amount and type of equipment set out. They are just a different set of constraints to the constraints of being taught a skill.

Tizard: Besides developing skills, could the nursery do more to help children to make sense of their world and of what happens to them? Of course, children want to play, and need to play, but they're also very interested in growth and animals and plants. They're interested in many aspects of the adult world, for example, cars, and motor bikes and space rockets.

Frightening things happen to them, like going to the dentist, or to the hospital, and they need to be helped to understand them in a way which they can

grasp. And because they don't learn easily from talk alone, this means giving them experiences with toys which in small groups in dentists, garages, as well as using fantasy play and books. Burchell: I agree that nurseries concern themselves more with the adult world. When an adult goes into a nursery it's often difficult to find a chair to sit on—they only have little chairs and tables. But in most homes children have a lot of coping with adult furnishings—like standing on a bench to reach the sink, for instance. We send children into a peculiar adult world where everything is at a child's level and very strange things are done—like sticking bits of tissue on paper, which admittedly, children enjoy. What areas of life are missing, everything that do with work and chores, washing, shopping, growing their own food in the nursery garden, cleaning cars, like motor-bikes.

Tizard: It's true that children do do kinds of things at home, but they could be done much better from school, because the staff could be more leisurely. If the teacher took a small group of children to the shops, for instance, they might see the goods stacked at the back and see them arriving on the shelves. Shopping, as such, could be laid out more extensively than perhaps parents can manage.

Brunner: Another reason I'd like to think that he's contributing to the education of the very young. I have the feeling that there's a deep mistake in what it appears as if the care of the very young should be confined to a special profession.

A compassionate society is one that cares about its very young, its very sick—I don't mean to put them in one category—but looks after them because they can't quite look after themselves. And the more people feel they are participating in this, the better. What we're talking about is the induction of the child into society, the family and the neighbourhood need to participate in this, and not just ancillary to the school.

Tizard: By the way, much of what we heard saying applies to playgroups, too. Too usually have one room, 20 or so young children, and dedication to self-initiated play. The kinds of "play" that factors give rise to happen often in playgroups.

Barbara Tizard, director of the Thomas Coram Research Unit, would be pleased to receive comments from teachers on these topics, and accounts of their own handling these issues.



review

The annual Frankfurt Book Fair opens next week. In this issue we print a number of articles to mark the event: ■ on the crisis in British educational publishing, Page 20; ■ on recent developments in France, Page 21; ■ on problems of curricular 'harmonisation', Page 22; ■ on relative levels of public spending on schoolbooks, Page 23; ■ on piracy, and on the German publishing jungle, Page 24

Books across boundaries

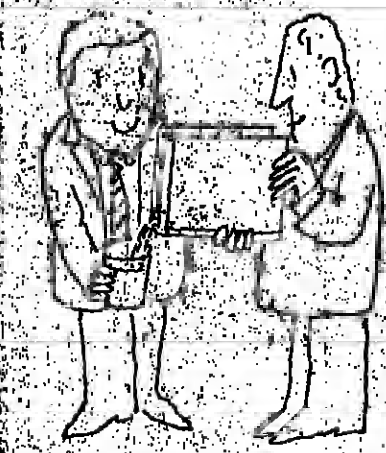
Transplanting schoolbooks from one educational system to another is a delicate matter. Kenneth Pinnock looks at some of the more successful attempts to attain this tantalizing goal.

Frankfurt is about cooperation. Every October, book publishers from all over the world stand in the vast Book Fair buildings, carrying with them mock-ups of new books which they hope to produce. They are seeking partners—foreign firms who will join with them and so make possible the large printings that lead to low unit costs and attractive (or at least, non-scorchingly) published prices.

Most of this activity relates to "general" books for sale in bookshops. But the traffic in schoolbooks is also not inconsiderable. The basic premise is—when good teaching ideas have been generated and embodied in objective publications, why should these be confined to the country of origin? If, for instance, the Joint Association of Classical Teachers' new course, *Reading Greek*, is really, as Kenneth Pinnock says, "for the majority of learners, a straighter and shorter path than others into Greek literature", there is good reason why foreign publishers should want to consider it. And, in fact, two are doing so now.

Another fruit of JACT's industry and inventiveness is the Cambridge Latin Course, which has opened up new paths for classics teaching in this country. Already it has been published by Molnberg in Holland and is under consideration by publishers in Switzerland and Italy.

But whether school publications, and their underlying ideas, will take root and flourish when transplanted depends very much on local conditions—on the local curriculum, that is, using the word in its broadest sense. Consider, for example, the record of the BSCS "General Version" *High School Biology*. Published in the USA in the late 1960s as the outcome of one of the largest curriculum development projects ever undertaken, this is an exceptionally readable, attractively produced and original presentation of biology from an ecological point of view. It has been published successfully in Holland and elsewhere and it dominates biology teaching in Australia, where it was published under the title *The Web of Life* nearly two years ago, at a time when new textbooks were being formulated.



But no such thing has happened with the United Kingdom adaptation of the "Green Version", *Biology: An Environmental Approach* (John Murray 1972). For though it has been welcomed and used by many teachers, it is too much at variance with current O level syllabuses to have a chance of really massive sales.

Adaptation, rather than mere translation, is an almost inescapable condition of success in transplanting a course textbook from one educational system to another. "Straight" translation may be all that is needed for many textbooks at university level (and for this and other reasons, the international traffic in university textbooks is vastly greater and more highly organized than that in schoolbooks).

But schoolbooks need to be tailored to local needs. Such adaptation usually calls for visits to the countries concerned, to draw, to talk to teachers and collaborate with authors, and to visit schools on the spot.

The example I know best is MacKenzie's *New Biology*, a version of *Introduction to Biology*, which, together with the West African edition and the original UK version, now sells over 200,000 copies a year. But there are others. Nuffield alone has influenced many countries, but it has probably done so more through ideas than through translations of its pupils' texts.

On the other hand, thanks to the missionary zeal of Scottish science lecturers, many thousands of Nigerian and Malaysian secondary pupils study integrated science from books which are obviously offshoots of Heinemann's *Science for the 70s*.

Swapping schoolbooks within the English-speaking world is something that was almost bound to happen. What about the immensely more complex question of publishers in various parts of the world buying and selling schoolbook translation rights from foreign firms?

Here, I think, the Scandinavians, and especially the Swedes, set us an example. They believe they can sell their schoolbooks to the world, and to a remarkable extent they seem actually to do so. When they produce material for "minority" languages, sales of foreign rights are indispensable.

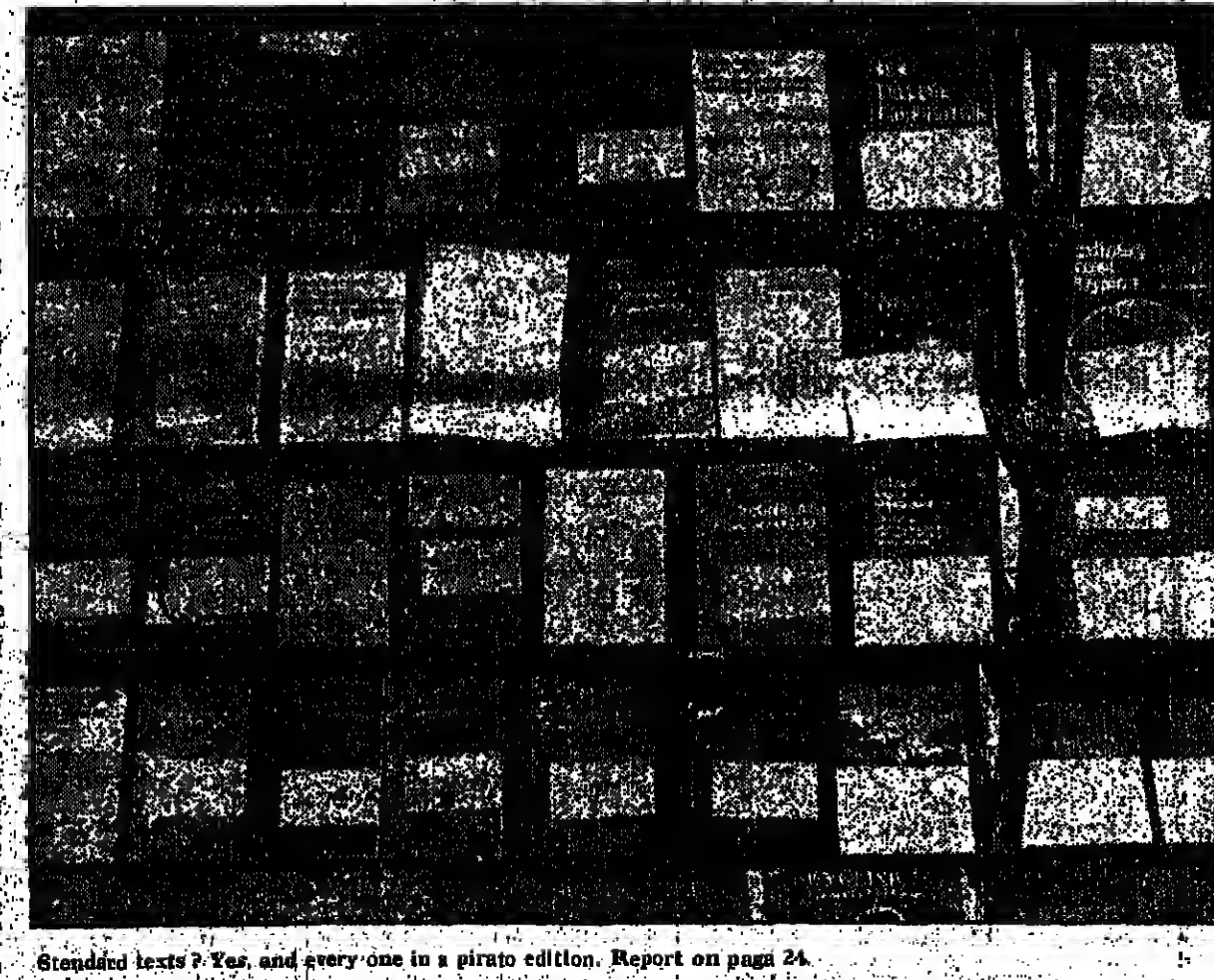
A case in point is Almqvist and Wiksell's *Swedish* series, published in Sweden in 1974, and since then by Longman and five other European firms. Its lively layout still has an up-to-the-minute freshness. Skriförlaget's stand at Frankfurt or Didaktika bears a bold sign in English: "Publishers of educational textbooks and material". Here, and on the stands of other major Swedish publishers such as Esselte, Natur och Kultur or Liber, you find well-produced expert catalogues, entirely in English, of their newer schoolbooks, and a readiness to produce synopses and sample translations in the same language.

The subject area in which the Swedes appear to be most successful is "modern" languages—not surprisingly, since linguistic competence is a condition of their economic survival. Their very high



standards of design and illustration, in addition to the sound pedagogical basis, has won acceptance for their language coursebooks in many European countries, including Britain. In addition to all their other virtues, the Swedes seem to display great skill in infusing their language learning materials with documentary material of a convincing kind.

Apart from full-scale courses, ancillary books in the modern languages field are obviously attractive items for international doles. The Swedes (and nowadays most other publishers follow their example) design their "readers" so that non-Swedish publishers can print them with a minimum of change. Information books and dictionaries are another "happy hunting ground" for publishers intent on selling translation or publication rights. A typical "property" for Frankfurt, Didaktika or Bologna is the new series of books on biological subjects published jointly by the British Museum (Natural History) and Cambridge University Press. These started life as complements to exhibitions put on by the museum, but the outstanding quality of the illustrations is attracting many foreign publishers to them.



Standard texts? Yes, and every one in a pirate edition. Report on page 24.

If languages, information and reference books (including dictionaries) come near the top of the scale of internationally "tradeable" schoolbooks, then science and mathematics come perhaps midway, with the relatively "culture-bound" humanities subjects at the bottom. But generalizations of this kind are of little value. What counts is the quality of a particular title. Numbers of British secondary science books get good reviews in European science teachers' journals, and a few of the best are translated and adapted. Some European publishers make strenuous efforts to sell English translation rights of their primary and secondary mathematics courses, but as far as I know they have made very little headway against the established United Kingdom-originated books. On the other hand, the first five books of the most widely used British secondary mathematics course, SM1, have been translated and published in Italy by Zanichelli. It will be interesting and instructive to see how SMP fares in its foreign setting.

If Frankfurt is about cooperation, it is also about communication. And this is evident not only in the endless talk that goes on from stand to stand in the Fair itself, but most visibly at the Klett coffee party. By courtesy of Ernst Klett, one of the major German school publishers for the past 20 years or so, one afternoon at Frankfurt has been given up to a meeting of educational publishers from Europe and beyond. The numbers participating have grown steadily from the original dozen or two. In the early days, the ideas mooted were on the theme of cooperation—such as the notion of setting up a central "bank" of illustrative materials. Nowadays, under the lucky patronage of the chairmanship of Michael Klett, the meeting takes many forms—maybe a demonstration of the educational possibilities of some new projection device, or films and discussion of distribution systems, but finding ways of cooperating is

still the underlying theme; there is plenty of individual talk, and the participating publishers are encouraged to display their newest books. The Italian editions of Tom Duncan's *Exploring Physics*, published in Florence by La Mounier, derived from an encounter at one of these parties; and so do many other trading partnerships have begun over Klett's coffee cups.

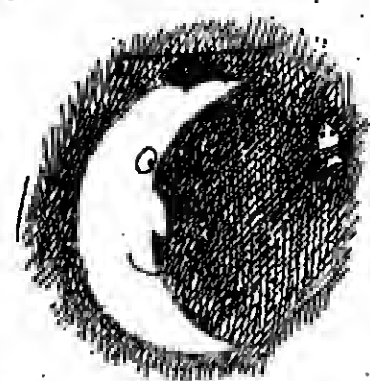
It is to Copenhagen, however, that I must look for the most perfect example that I know of international cooperation in publishing schoolbooks. There Birger Schulth, head of Grafisk Forlag, created a circle of 13 firms, ranging from Tokyo to Japan, to publish the *Easy Reader* series of texts for modern language learners. By gentle persuasion and deft organization, he induced the publishers to feed their own expertise into the selection and editing of the titles. And from time to time he organized international conferences—perhaps hours parties would be a better term—to review progress, discuss methods, and plan for the future. His own astuteness and energy—their who had personally bearded Bull and Simian to sell them the idea of the series, were of course an aid. And naturally enough, with publishers from a dozen countries brought together for a day or two in comfortable isolation, talk was not confined to the *Easy Readers* but went for into the night on every aspect of schoolbook publishing.

International consortia of educational publishers must be few in number and none, I think, has ever surpassed the unanimity and effectiveness of the *Easy Reader* group. In my mind it stands as a symbol of the fact that though nations have and always will have widely divergent needs for schoolbooks, there are moments when schoolbook publishers from different countries can find common ground.

Kenneth Pinnock is Educational Director of John Murray (Publishers) Ltd, and immediate past Chairman of the Educational Publishers Council.

Brian Holmes argues that Nuffield science has done more harm than good

The need for "physics for all" was recognized by Donald McGill and some members of the committee convened by the Institute of Physics in 1962. After McGill's unfortunate death the initiative in Nuffield Science slipped into the hands of science teachers who devised syllabuses, not for all, but for potential O level candidates. Nuffield Science consequently initially tackled an



been paid to the reform of science syllabuses in the light of polytech-

The Scandinavian Educational Fair

Svenska Massan Stiftelse

**The Swedish Association of Publishers and
Manufacturers of Educational Material**

John Davies on the future of the book

The protagonists of information revolutions have tended to be their own worst enemies. Extravagant claims have been made for new media long before those media have had the potential to deliver their goods. Disappointment has turned to disillusionment, and the new inventions have not in consequence

recalled the attention they mar-
 The innovation which has had the
 greatest effect on the use of the
 printed word has been, largely un-
 thought in this context; the ubiqui-
 tous photocopier, in every office,
 and library and on almost every
 street corner. Its widespread use
 sometimes illegal use has had far
 more influence upon the publishing
 industry than any of the other
 developments for which such great
 advances have been urged. The
 photocopier, however, quite simply
 proved itself capable of delivering
 immediately the information which
 people want.

The purpose of this article is not to deny the capabilities of the new technology. It does instead suggest that it is possible that by 1990 anyone requiring a document will be able to call up reference from a database, read the text on the terminals or print out copies of what is required. Along this road to this Mecca there are certain obstacles, which may be surmounted, but which at present seem to be largely being avoided.

First, how is the huge mass of information which is now available in the printed word going to be converted so that it may be used in the way? And at what cost? This is the great stumbling block of the so-called individualist revolution. What is to be the eventual cost of such systems? If it is prohibitive, the system will fail.

John Davies offers a preliminary survey of the relative levels of public spending on schoolbooks in the countries of the EEC

It is clear that he intended this to be a supplement, rather than to replace, local authorities' statutory obligation to provide sufficient equipment for children's education.

Ireland

British publishers who trade with the Republic of Ireland, which has a school and student population in the region of one million, export a healthy amount of business which suggests a high level of provision in the other parts of the British Isles. In order to meet, only a small percentage of the money required for books is provided by the State. The residue comes from the parents, and a larger contribution is required from them at secondary as opposed to primary level. This system has been the subject of criticism and resentment in the Irish Parliament.

France The French educational system is subject to far more central control than that of the United Kingdom. Where expenditure varies greatly between local education authorities and spending in one part of the country can be very much higher than in another. The French system has not been subject to the relaxation in recent years that has disadvantaged British eyes, but does seem to assure a higher standard of provision. Around £50m worth of textbooks are purchased for France's schoolchildren with library books, would more than double the British average. The level of spending is sustained for the three years.

where per capita expenditure in 1979 works out at £10.78, in primary schools, the provision of school books is the responsibility of the commune or municipality. Books are supplied for the first four years of secondary school and the national budget for 1979-80 for this amounted to £13.5m.

Alan Holmes looks at the barriers to curricular 'harmonisation'

To the same question the French encyclopaedists gave another answer by arguing that all knowledge, based on the historical development of subjects should be included in school curriculum. Eighteenth-century reformers held that mathematics and the natural sciences should take pride of place. "Modern lan-

gians should replace the classical and scholastic curriculum with a curriculum that included the encyclopaedic curriculum. The history of curriculum reform in Western and Eastern Europe, excluding Britain and the Soviet Union, has been one of cyclicalism to get rid of Greek and Latin in favour of the sciences and the marginalization of the number of subjects to be taught.

Soviet polytechnical theory has its origins in Robert Owen's factor school in Llanarkshire. Encyclopaedic in scope, the intentions behind the curriculum are that the socio-economic implications and practical applications of what is taught are made explicit. In the modern British teachers have more

successfully related pure knowledge to the natural sciences to its application in industry than have Soviet teachers, who for the most part cling to what might be regarded as an academic approach to learning. In other words, in Eastern Europe as in Western countries the intellectual concern to universalize knowledge, to make it available to linguists, historians, mathematicians and scientists have dominated the curricula of secondary schools.


This is no longer the case in many British primary schools where Herbert Spencer's answer to the

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books

The German jungle

Michael Klett maps out an obstacle course

It was, I think, in the mid-sixties. The German subsidiary of an American electronics firm was developing teaching machines and was trying to take over a schoolbook publisher, when the parent company was reported to have sent a telegram saying "hands off German school market stop too complicated stop".

It must have been on easy decision. The idea of developing since the Age of Absolutism must have been much more incomprehensible to the Americans than to us schoolbook publishers, and even we can barely find our way through the forest of laws, regulations, fiscal arrangements and political squabbles. What follows is a series of general principles on which German schoolbook publishers must base their strategies.

The eleven Federal States are autonomous in matters of education and culture. Each of the 11 ministries of education determines the curriculum to which schoolbooks must be tailored.

Our firm currently uses 2,089 curricula, each with an average length of 120 pages. The usual procedure is that the publisher must be submitted at fixed times to the authorities for approval. Where there is autonomy, there is the tendency for it to increase. The curricula are becoming more different every year because Germans have embraced the fashion for local patriotism particularly vividly, as a reaction to enforced uniformity under the Nazis and the more recent standardization of the technical world.

In addition there is the political conflict of Conservatives versus Social Democrats. Baden-Württemberg, Bavaria, Lower Saxony, Rhineland-Palatinate, the Saar and Schleswig-Holstein are tinged with the Conservatism of Berlin, Bremen, Hamburg, Hesse and North Rhine-Westphalia with the Social Democrats' red. Ministers, civil servants and party bureaucrats are vigilant to ensure that the direction taken is correct. Since, however, opinions are by no means unanimous within any given party, curricula often have a short life.



Skull and crossbones

Hilary Wille on piracy

The copy of *Gynecology* illustrated seemed unremarkable except for an unexpected Arabic invocation in the front.

"Puisse le Allah", it read, in translation "and may the blessings and peace of Allah be upon his messenger, Brother Doctor, Sister Doctor, Salamu Alaikum...". This book presented to you is our humble effort to help you in your studies with your approval. We do not intend to be for glory or advancement, but we do to show gratitude to the Mighty Creator through serving our brothers and making it easy for you to obtain the Scientific Reference Book at the lowest price.

Longman, publisher of the text-book, was unlikely to approve the "humble effort". Like other British educational publishers, it has spent the past few years watching its growing proportion of its profitable profits draining away into the pockets of illegal copiers of its books.

The medical book, virtually identical to the original, apart from poor quality illustrations and slightly off-castre pages, to one of any number of textbooks copied by Islamic student groups in Egypt and sold openly and cheaply at universities in the country. In turn, such Egyptian operations are one of the world-wide piracy trade, now thought to be worth £500m a year and growing rapidly.

Among this week's contributors:

Katharine Dalton is the author of *Once a Month*.
John Davies is Director of the Educational Publishers Council.
Brian Holmes is head of the department of comparative education at the London Institute of Education.
Michael Klett is managing director of Klett Verlag.
Kenneth Pridmore is educational director of John Murray Publishers.

approved, "necessary" books are submitted, after printing by the authorities. There they remain until the Ministry sends the book to the printer. In some Länder, however, the Ministry sends the book to the printer. In some Länder, however, the Ministry sends the book to the printer.

Moreover, like their counterparts in other countries, German publishers must also watch the professional debates closely. Sometimes opposing camps can emerge within the discipline, each seeking to influence the curriculum of their particular Land. And then they must monitor the literature subject battles for the limited number of hours in the week. Here, fierce arguments often rage. The geographers map out the terrifying terrain of the rising level of world consciousness because children are getting so geography lesson less a week; the historians lament that our own culture is being extinguished, our identity lost, because in some Länder no history is taught in the first two years of the Gymnasium. As far as I can judge, only English teachers are happy: their generous allocation of lessons is seldom interfered with.

All the means, of course, that there is little room for anything new. A state which has attained world prominence through its technological and economic power cannot find the time to provide education about the internal structure and implications of this power. Architecture, psychology, and urban studies, to take three examples, are rarely taught in schools. Teachers are civil servants. They are not free to do much as they wish. There are some Länder, however, where teachers are not free to do much as they wish. There are some Länder, however, where teachers are not free to do much as they wish.

When a book has been approved, it then goes out into the world with the old of publishers' sentiments and advertising. It is then much as it is. There are some Länder, however, where teachers are not free to do much as they wish. There are some Länder, however, where teachers are not free to do much as they wish.

The knowledge to learn what we should learn

Jack Cross

No Limits to Learning: a report to the Club of Rome. By James D. Thompson. London: Corgi, 1972. Pp. 128. 50p.

Of the two, the latest in the Club of Rome's series of reports, *No Limits to Learning*, is the most interesting. It is a report by James D. Thompson, a former director of the Club of Rome, and a former director of the Club of Rome. It is a report by James D. Thompson, a former director of the Club of Rome, and a former director of the Club of Rome.

Essential innovative ingredients are anticipation (cultivating a sense of the future), participation and contextualization—the concept of value-free knowledge can be as absurd as asking African children to study Wordsworth's poem about daffodils in order to pass their O levels.

Identifying education with schooling, schooling with qualification, qualification with employment, employment with income, income with power, power with status, status with respect, respect with love, love with life, life with death, death with nothingness, nothingness with... the world-wide web of interdependence.

But the world-wide web of interdependence is not a new discovery. It is a discovery that has been made by many people in many places. It is a discovery that has been made by many people in many places.

Drawing on data from both the public and private sectors of education, this study examines different systems of provision—those applicable to residents, to public servants or employees, to the economically active population, and where they exist, systems for teachers. The study also assesses the application of the social security provisions of the Recommendations of the Status of Teachers in the area of medical care, pension, unemployment injury and illness, old-age, invalidity and survivors benefits.

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Dickens of a puzzle

Hilary Spurling on the completing of 'Edwin Drood'

The Decoding of Edwin Drood. By Charles Forsyte. Collins £6.50.

The Mystery of Edwin Drood. By Charles Dickens, concluded by Loom Garfield. Andre Deutsch £7.95.

Van Cogh and the poet Longfellow both rated *The Mystery of Edwin Drood* high, if not highest among all Dickens's works. Others, like Wilkie Collins (who rightly suspected an attempt to cash in on his own profitable and popular new invention of the mystery thriller), viewed it as a hopeless failure.

Admittedly crude plotting, paranoiac characterization, trite sentimentality and frequently mechanical humour all suggest what Collins called "a last laboured effort, the melancholy work of a worn-out man". But this was precisely what fascinated Longfellow and Van Cogh: the six surviving serial parts of *Edwin Drood* (there were to have been another six) are literally throbbing with the melancholy workings of the dying Dickens who meant to be buried in Rochester, and who was buried in Rochester, and who was buried in Rochester.

But there is still a third party of Drood-fanciers, or Droodists, for whom the book is a kind of ideal, a perennial New Statesman competition combining elements of prescience with literary impersonation and more than a touch of Kipling's solving the mystery being, after all, not so much a question of how, more of a challenge to the intellect and most elegant employment of such elaborate signposts as Drood's ring, Jasper's scar, and the mysterious peripheral plot like the precise nature of the identity of the Drood family and the true identity of the Drood family.

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he eventually strangles Jasper in his own celebrated scarf, and unmasking Detchory as not only Bazzard (a bold move this, relying on dubious evidence from the incomplete and apocryphal "Sapsea fragment") but also too.

As Droodists, too, these two are on what Felix Aylmer called the orthodox side, both favouring versions of the classic solution along Jekyll-and-Hyde lines, both well in the right of radicals like Howard Duffield (who in 1930 only defended Jasper as a victim of the Indian cult of Tuggeog, obliged to strangle the goddess Kall) or Aylmer himself (who, in 1964, put up a second brilliant defence, exonerating Jasper as a wholly innocent victim of a crafty, treacherous frame-up).

No Droodist, so far as I know, has yet come forward to make the case against my own favourite, Jasper's bugbear, the Reverend Septimus Crisparkle—a likely murderer if only on the grounds that his character is so memorably monstrous as to be worthy of Paganini's "The Devil's Lullaby" (his creator with his fiercest credentials: "God follow I! Monly follow I!").

But if anyone were capable of pinning the crime on Crisparkle, it would surely be Forsyte, himself a crime writer who starts his *Decoding* with a long and fascinating investigation into his own and all previous attempts at finishing Drood off. Forsyte's speciality in this line is the detection by close textual analysis of underlying menace in scenes and objects as mysteriously innocuous as, say, Mrs Crisparkle's medicine cupboard or the end-of-term free-for-all at Miss Twinkleton's Seminary for Young Ladies. This last begins with the observation that by now would expire tomorrow ("Then comes the first sinister note with 'expire tomorrow'") and works up to a pitch at which Dickens can't mention closets, trunks or the young ladies' face creams without Forsyte's snatching "closet, coffin and quack!"

This sort of fastidious sleuthing is meat and drink to your true Droodist, for whom the term "mystery" has reverted to its original medieval meaning of something intricate, arcane and private with which the layman would be unwise to meddle. At its best, Forsyte's strictly non-literary, intellectual and deductive method comes close to the compelling clarity and queer logic of Lewis Carroll; its drawback is the inevitable anticlimax when we come to his actual, final conclusion to the story with its lifeless style, clumsily copied catchphrases and asyntactic versions of characters most of whom were little more than Dickensian stereotypes in the first place.

Garfield's much trickier approach is not so much imitative as dramatic. Where Forsyte's Dickensian pastiche is both weird and vivid in the style of Mme Tussaud at her worst, Garfield's is, as it were, a very passable Mike Yarwood impersonation: amazingly like, and so entertaining that the switch of authors half-way through is less like passing from Dickens to Garfield than from the heagridden, decayed and brooding Dickens who saw his circle nearly traced to the ebullient Pickwickian youth (Garfield strengthens this illusion by inserting a narrowly averted breach-of-promises case and some memorable comic theatricals) who first used Rochester as a setting more than thirty years before.

Garfield's Dickensian breeziness and bounce is impossible to convey in brief quotation, though perhaps one may get some faint flavour from his broaching of the Sapsea comb—"The odour within was hideous, like a huge poisoned sneeze"—or his equally grim image of Detchory's landlady "opening her mouth and displaying what appeared to be a worked-out vein of mutton chop...". Several of the feebler characters positively perk up under this energetic treatment: Garfield's Crisparkle, for instance, is decidedly less of a stick than Dickens's mumbly fellow though, conversely, Jasper himself becomes altogether more and more straightforward than the sombre, enigmatic and obnoxious creature who seemed, like his Cloisterham setting, in some sense an antithesis of Dickens's own profound uneasiness and ambivalence.

Really speaking, it makes up for what is lost in the second murder, almost obligatory for Droodists as for Agatha Christie, admirably managed) and a genuinely pathetic ending. All in all, one can't help feeling that, for Droodists, the version is a curate for Droodists. Garfield's would have been a godsend to Dickens publishers and public when the serial was so drastically cut short and Wilkie Collins could not be persuaded to conclude it.

least cost-effective option. Universal primary education is essential and can be shown to increase economic growth rates, but it demands cruel fore-ordained failure-rates 170 per cent in Brazil. When combined with adult education schemes it can produce the frustration of perpetual national dreaming and increase the disparity of opportunity between rural and urban areas.

John Dore wishes Third World countries would develop more apprenticeship systems and base job-allocation on short-term teaching/testing courses instead of paper qualifications. He might also have considered the suggestion in *No Limits to Learning* that university students could be directly involved in developmental projects, receiving credits for success. In spreading literacy, knowledge of land and water conservation, health and sanitation, the preservation of indigenous cultures.

China and Cuba seem to come closest to the World Bank's ideal educational model though the non-Communist regimes in Botswana, Somalia, Sri Lanka and Tanzania are making the right kind of decisions.

The President of the Club of Rome, Aurelio Peccei, says, "We still need to know what it takes to learn what we should learn and learn it." Both books stress that they only provide starting-points for such research.

Children's literature

Weapons against dullness

John Horder

Curious Tales. By Milos Mecourek. Oxford £3.95. 19 271427 9.

Tell Them Again Tales. By Margaret Baker. Hodder and Stoughton £4.25. 340 25284 7.

Froud Lady in a Cage. By Fred Urquhart. Paul Harris £5.95. 904505 90 1.

Toles of Mozambique. Preface by Chris Davies. Corgi World Books 905405 04 8.

The Poetry of Heres. Edited by Samuel Corcoran. Batsford £4.95. 7134 2594 6.

Charm and style in *Curious Tales* are meant to compensate for not much going on beneath the surface. They do not. Mr Mecourek's tales are a series of gothic horrors, where Otilie physically disappears when not covered by inkblots, and in "A home for six thousand alarm-clocks", where the alarm-clocks explode, or something like that, and the children are left to their own devices.

We doubt all this will go down a book with parents. Adolf Bern's stylized illustrations certainly will. But children, whose appetites can be a good deal coarser, may not be so pleased.

In *Tell Them Again Tales*, a re-issue first published in 1953, Margaret Baker demonstrates an all too facile gift for churning out stories with beginnings, middles and ends. Nothing wrong about that you might think—and you'd be wrong. Miss Baker's coy, over-practiced view of life grates terribly. In 1980, a fact Hodder might care to note before re-issuing any more of her thirty-six other books.

Bella Logan, the heroine of the title story in *Froud Lady in a Cage*, a twenty-two year old obnoxious neurotic who knits constantly, is asked to take charge of the enquiry into the disappearance of her father, a burning neck, a great red-hot hot, a rope almost choking her and other such situations. The interplay between her work at the supermarket and her remembrances of a past incarnation as a well-managed veteran storyteller.

Urquhart. But some of his others are so drolly in dialect they will make sense of non-Scottish readers to make sense of. For notes in the bottom of each page, as in Wendy Wood's *The Silver Chalice*, would have improved matters no end.

Eight of the 33 stories in *Toles of Mozambique* are about rabbits. One reason is given in the introduction: "he" possesses no other weapon except his intelligence". The aim of these stories is "as a weapon against dullness, passivity and lack of initiative". There is enough here to sustain several readings.

Lastly, Samuel Carr's *The Poetry of Heres* is a good idea for an anthology. But Ted Hughes's "A Dream of Heres" should have supplanted his "The Heres", and Roy Campbell's "The Rodeo of the Centaurs", his "Heres on the Camargue". D. H. Lawrence's definition of the horse from "Appocalypse" would have been in place: "The horse! The horse! The symbol of surging potency and power of movement, of action in man."

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Paperbacks

Female factors

Katharina Dalton

Why Children? Edited by Stephanie Dawick and Sybil Grundberg. The Women's Press £2.75. 7043 3855 6.

The Birth Control Book. By Howard I. Shapiro. Penguin £1.95. 14 046429 8.

Our Bodies Ourselves. Edited by Angela Phillips and Jill Rokison. Penguin £3.50. 14 00 443052.

Lifting the Curse. By Beryl Kingston. Ribury Press £1.95. 85223 162 8.

A Woman's Health. By Gillian Strube. Croom Helm £5.50. 7099 04 11 8.

To women of the pre-Marie Stopes era, having a child represented either a gift from God or the natural result of maturity, and little time was wasted thinking about methods of contraception or options on abortion. Today, the decision to abort, to reproduce is neither automatic nor inevitable. To achieve the desired result from the female viewpoint, *Women's Press* has brought in neither 18 essays, mainly by American journalists, on the subject *Why Children?*

All are well written with an easy style, but vary in different pictures and, including the fashion, revealing that she is not carrying on her father's line; consideration of the loneliness in old age which childlessness brings; one for whom writing is a religion, realising the headlong of a child would be; the moving account of a mother searching for ideal adoptive parents for her unborn child, whose father was a Cree Indian; and the one who drifted into the late thirties before realising it was all too late. It is a good reading for today's youth who still have time for their personal decision. It is also an eye-opener for parents, social workers and counsellors, who themselves are beyond childbearing age, for it gives a glimpse of the thought processes of another generation and may help them to understand why daughters go off in different directions.

Those on the brink of the menopause or beyond need not concern themselves with *The Birth Control Book* by Howard Shapiro, described as "the most comprehensive and candid guide to birth control ever published". He is determined to throw his readership net wide enough to embrace everyone from the elementary schoolgirl who has yet to learn the anatomy of the reproductive organs, to the post-graduate doctor who may want to know the names of various operative techniques for ligation of the tubes. It is written in a simple question and answer style, well illustrated by simple figures and is comprehensive. For instance, it con-

tains a table giving 35 ways of managing the side effects of oral contraceptives, although ignoring the problems presented by the pill in those suffering from premenstrual tension. (A word not even mentioned in the index, which does include "ectoxynel" and "spackmann camula"). This book was first produced in America in 1977, and has been Anglicized and published by Penguin. One is left wondering if the English really are as eager as the Americans for such obscure information.

Another American book, which is a pleasure to see this side of the Atlantic, is *Our Bodies Ourselves*, described as a "health book by and for women". It was originally published by the Boston Women's Health Book Collective in 1971 but has been updated and Anglicized by Angela Phillips and Jill Rokison. Again, this is a book produced by a feminist group who are frustrated and angry at the help, or lack of it, they received from the medical profession. They organized self help and discussion groups on women's health and, while enjoying the liberating experience this produced, they set together to write this manual from the viewpoint of the informed, lay woman.

Gillian Strube's book *A Woman's Health* is an interesting diffuse essay on primary health care, but it is not clear for whom the book is written, as it has no instructions, appeal to laymen or doctors, and surely the primary health care teams already know the subject. Her aim is to "identify some of the foundations of the health of women", but it deals more with disease than health.

In old days the general practitioner saw both health and disease, but now the ancillaries in the health team see the healthy, while the diseased are referred to the general practitioner, just as in hospital the consultants' experience is limited to the diseased.

Beryl Kingston, on the other hand, knows exactly at whom she is aiming her book *Lifting the Curse*—those unfortunate who suffer "the echoing miseries" or the cramps with each menstrual cycle. It is a brief, accessible, readable volume to identify their problems, either premenstrual syndrome or spasmodic dysmenorrhea, giving practical tips on how to cope, and sensible exercises and relaxation techniques to minimize symptoms. As an established lecturer with the National Childbirth Trust, she had practical experience of preparing expectant mothers for relaxation in childbirth and then realized the women who experience mild labour each month.

Down to earth

W. G. V. Balchin

Process in Geomorphology. Edited by Clifford Embleton and John Thomas. Edward Arnold £8.95. 7131 62449.

Geography and Soil Properties. By A. F. Pitty. Methuen £10.00 and £5.50. 416 71540 0.

Geocryology. By A. L. Washburn. Arnold £27.50. 7131 6119 1.

Geomorphologists continue to be well served by their authors as they flow of new and revised books continues unabated. The current interest in the environment doubtless provides a partial explanation as geomorphology is of interest to geographers, geologists, biologists, planners and civil engineers.

Process in Geomorphology combines the work of six leading British geomorphologists and reflects the growth of interest in process geomorphology which has taken place in the post-war period. Earlier studies had been undertaken largely by civil engineers concerned with fluvial processes in connection with river control, or the stability of slopes in connection with road works, or sea defences in connection with coastal erosion.

A systematic process approach to fluvial, glacial, nival and marine erosion has more recently become a feature of many university courses in geomorphology and this current book arises from such a course. In the Joint School of Geography at King's College, London and the London School of Economics.

The initial chapters survey the nature of the energy involved, forces and resistances, the properties of materials and the nature of fluid flow. Groups of processes are then systematically considered—weathering, mass movement, fluvial, glacial, nival, neolian and marine—with a concluding chapter reviewing interrelationships. The book is well illustrated with 30 plates and numerous maps and diagrams, while for the researcher there are over 1,100 references.

Geography and Soil Properties concentrates upon the study of soil from a geographic point of view, attention being drawn to the significance of spatial changes in soil patterns, the environmental influence on soil and on their temporal changes. There is also a systematic examination of soil properties, and the significance of human activities is considered in a broad context with numerous practical examples. Other important topics covered include the mineral composition of soils, their organic matter, structure and porosity, chemical make-up and mechanical properties.

It is often said that it is in the study of soil that the physical and human geographers inevitably meet. This comprehensive introductory text will certainly provide valuable background reading for geographers, planners, environmentalists and those concerned with land-use. It is well illustrated with line diagrams and maps and is further supported with a bibliography of some 800 references.

Geocryology is a new revised edition of a book which was first published in 1973 under the title *Periglacial Processes and Environments*. The aim of this book is to provide a comprehensive overview of periglacial processes and effects, both past and present. Although claiming to be neither a formal textbook nor a reference manual the book in fact is both functions. It must be the most advanced text available in this field.

Fourteen chapters cover mental factors, frozen ground, action processes, periglacial mass wasting processes, snow, permafrost, fluvial, lacustrine, marine action, thermokarst and environmental reconstruction. The book is illustrated with maps, diagrams and photographs, while Professor Washburn has attempted a comprehensive synthesis of the enormous volume of search papers now available in the field—the book concludes with pages of references totalling 2,500 individual papers and maps.

This data bank of deposited information cannot fail to have immense value to researchers in periglacial phenomena. It is recently that civilized man attempted to live in periglacial areas and permafrost; the book contains a number of chapters on the thermokarst, have produced new situations and completely new solutions. *Geocryology* will undoubtedly become a standard text for all those who study these problems.



North and East

Philip Sanyayn

Scandinavia. By Gavin Orton. Eastern Europe. By Peter Barker. Macdonald Country Specials £2.75 and £1.75.

This new series of books, developed from the Macdonald Country Specials, has been "designed to cover groups of countries which are of particular political or geographical interest".

There is no clash here with any of the individual volumes in the earlier series, although they share a similar style of production, with clear full colour illustrations, excellent maps, detailed reference pages, and an emphasis on people rather than on country. This could have been something of a minefield in view of the postwar history of Eastern Europe but Peter Barker treats

consistently, and successfully, in his presentation of a balanced, lively and readable text. The same can be said of Gavin Orton's *Scandinavia*.

In both books each topic is covered on two facing pages. *Scandinavia* is written in a compact format, as is *Eastern Europe*, and both are well illustrated with maps, photographs and diagrams. The books are of individual interest, such as "The Danube—artery of Europe".

There are few faults, although it is a pity that the Dolomites of Valais are mentioned as being "many deep, wide lakes" in the face that a "Dolomite" is usually taken by geographers to be a distinctive type of rock formation, contrasting with the more common limestone. It is a pity that the detailed captions do not appear to have been given to these attractive books.

Equipped for technology

F. W. Kellaway

Mathematics for Engineering Technicians. By K. A. Stroud. Stanley Thomas. £4.20. 85950 088 8.

Mathematics for Engineering Technicians Book 2. By K. A. Stroud. Stanley Thomas. £2.95. 85950 098 5.

Mathematics for TEC Level II. By A. Horner. Educational. £3.50. 8571083 4.

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Mathematics for Electrical Technicians Level 3. By J. O. Bird and J. C. Meyer. Stanley Thomas. £5.50. 582 41176 9.

Mathematics Exercises Level 1. By W. Smith. Stanley Thomas. £1.00. 85950 485 9.

Mathematics Exercises Level 2. By W. Smith. Stanley Thomas. £1.00. 85950 421 2.

The flow of books for the Technical Education Council courses is sufficient to drought. The intense competition must inevitably mean that the sale of even the best series will not reach the heights they merit. It does appear, however, that prices are being held down, and some of the books are, in fact, a bargain, particularly if you are a teacher.

Mr. Stroud's contributions are a good point. The first volume, for example, for T.E.C. Level 1, has nearly 500 large pages, is extremely well set-out and printed, and has many illustrations and good exercises. If there should be those who wonder why youngsters may

ing from eleven years of schooling to college of further education still need to be taught this sort of elementary material, any college lecturer can provide an explanation.

A fact of life is that even junior technician apprentices (who are, it is always assumed, among the better qualified of the sixteen years old school leavers) often find difficulty in coping with basic mathematics in college course. Books of this nature should pave the way to higher things and, in the first instance, to T.E.C. Level 2.

Here Mr. Stroud structures his work so that Book 2 (over 250 pages) equates to a half unit at this level, and is to be associated with a forthcoming Book 2A (largely with practical applications) or Book 2B (with an analytical approach suitable for those proceeding to higher levels of mathematics). As to the introductory book there are pretests, a logical sequence of topics, worked examples, revision summaries, guided revision, and many exercises. Good value indeed.

Mr. Horner's books are equally commendable. They derive from his two volumes of *Ordinary Notional Certificate Mathematics*, and these were generally accepted as among the pace-makers of O.N.C. texts, being mathematically sound, of good academic standard and full of quality teaching technique. The same judgment applies to "new" books. Indeed it must do, for although Mr. Horner says in a preface to the first volume that "text" has been organized and indexed so that lecturers and students should find this book and its companion... completely adequate

Modern and traditional

Andrew Rothery

Maths Takes Off. By Geoffrey Wroe. Macdonald Country Specials £1.00. 38 133575 5 (5 copies of each).

Mathematics for Schools Level II. Second Edition. By Arnold Hewitt, with Walker and Harold Fletcher. Macdonald Country Specials. Books 1/2, £4.50; Books 3/4, £4.50; Children's Books 2, 3 and 4, £3.20 (10 copies of each).

These two sets of textbooks illustrate one of the major symptoms of the problems facing the teaching of mathematics in schools today. *Maths Takes Off* is intended for the least able 25 per cent of 11 to 14 year olds in the first three years of secondary school. Yet the material would be found quite easy for average seven to 10 year olds. *Mathematics for Schools Level II* Books 1-4 are indeed aimed at seven to 10 year olds, yet some of their

material would be too hard for *Maths Takes Off* pupils.

Maths Takes Off will help satisfy the demand for remedial materials to mathematics for younger pupils in secondary schools, an area neglected until recently. For such pupils, still struggling with the basics of telling the time, coping with money, number, elementary arithmetic and simple geometry, Geoffrey Wroe's course provides a collection of small booklets which covers these topics carefully at a steady pace. The pupils' books have clearly set-out work with simple language. The content concentrates on maths skills rather than real-life contexts, but the structure allows teachers easily to incorporate the material into their own programme of applications or projects. The breaking of each topic into gradual stages within each booklet is handled very well indeed and should prove most effective. Remedial teachers are particularly recommended to inspect these books.

The second edition of *Mathematics for Schools* (often called *Fletcher Maths*) informally shows a well-known trend in the development of primary courses. So often when books meet criticism, demand falls, new titles appear. Here the authors have listened to the criticisms made about the scheme over the last 10 years and the new edition shows they have made a serious attempt to improve the books. The basic philosophy remains the same, but the pages in the pupils' book are much less crowded-looking, with some changes in the four operations, time, money and fractions. The teacher's book is more streamlined with vocabulary suggestions for use with children and a glossary of technical terms. *Mathematics for Schools* has enjoyed tremendous success over the last ten years. When it was first published it was virtually the only "modern" scheme to provide pupils' books. Now of course there are more rivals, but the book is providing a sound basis for "modern" and "traditional" mathematics. The second edition represents a move towards competing with these more effectively.

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Atlas Three. 2nd edition. Collins-Longman. £1.75.

Atlas Four. 3rd edition. Collins-Longman. £1.95.

Let's make maps. Collins-Longman 40p.

Cartographic Methods. 2nd edition. By R. R. F. Lawrence. Methuen £7.50, £3.95.

First published in the late sixties and variously revised and reprinted over the last decade, the Collins-Longman graded series of atlases revision and updating. *Atlas One* for the seven to nine year olds and *Atlas Two* for those who are ten to twelve have both been improved and brought up to date. They retain their strong visual appeal and lead the growing child gently but firmly

forwards into the world of atlases. The associated workbooks have also been revised and relate both to the previous metric editions of the atlases as well as to the revised versions.

Atlas Three has had eight pages of statistical data added giving a partial analysis of the world, country by country. There is also additional material on the climate, resources and economy of Europe to increase its value for "environmental project and CSE studies".

Atlas Four for "secondary certificate levels" shows most change with sixteen additional pages and thirty new maps extending the coverage to China, Japan and South America. Throughout, Collins-Longman have taken care to monitor developments in teaching and reflect these in their latest works. All in all they have improved on what is already an excellent series of atlases, producing them at prices which represent good value for money.

Cartographic Methods may best be described as a "handbook" for budding cartographers. It contains the methods whereby maps are produced, details of map-making with special emphasis on the use of the United Kingdom Ordnance Survey techniques for map making published in 1971. It is a book which the gap between the elementary and the sophisticated but, inevitably, falls to another level either side. There is a precision in a number of maps — it is for example not a map of the world from maps — but these from maps are in fact cartographic methods. It is claimed (page 58) that "it is easy to measure a distance from a contour map" and in fact it is impossible to measure the angles approximately and he derived approximate measurements of distance between points which have their own accuracy. The text however contains much useful information and should, if treated with some discretion, be helpful to the

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Energy is a word on everybody's lips these days. From a social point of view we're all conscious of energy, the potential lack of it and indeed the cost of it.

From a science point of view energy is a unifying concept linking many aspects of physics — generally not easily understood by youngsters, therefore essentially a practical approach is desirable.

To start with much can be done by pulling and pushing and lifting things. Foremen and NEWTON METERS, ARM ERGOMETERS and BICYCLE ERGOMETERS are available, designed in such a way to produce reasonably acceptable results with a minimum of mathematical involvement.

Energy 'transfers' are not so easy to understand and there is no substitute for showing what happens, or even doing the wealth of experiments with the MALVERN ENERGY KIT XHV-301.

This is a kit which we've recently redesigned to improve efficiency, presentation and to contain the price.

It comes complete with a book of experiments and can be purchased as a complete set or each unit one at a time, if required.

Its value in terms of putting across the quite abstract concept involved in energy transfers is enormous. The range includes electric motors/generators, flywheels, various drive units, energy storage units, switch and lamp units. Each is mounted on a sturdy plastics base in such a way that all units can be interconnected with a minimum of fuss by drive belts or 4mm plugs and sockets.

The illustration shows a typical combination of units where mechanical, electrical and light energy transfers are apparent. The electric motor driving a flywheel can be switched so that it acts as a generator driven by the flywheel.

This whole range of experiments is followed through on work cards carrying all the information and circuit diagrams required. However, no numerical ability is required up to this stage. For your more able students, a further five work cards cover a quantitative examination of resistance and current, simple gate theory, the action of a transistor, and finally gain, bias and amplification.

XLD-100-X Griffin Simple Electronics Kit £54.99

A full range of accessories and spares are available. For more information, tick the box on the literature checklist for the leaflet which tells you all you'll want to know about our simple electronics kit.



the power consumption in watts. A further output is provided to drive the large demonstration display on the Griffin Digital Timer Scale and Frequency meter XKS-370. This is an ideal combination for lecture theatres.

The difficulties found in manipulating equations and accommodating supply fluctuations over a period of time are eliminated using this meter.

One of the most startling demonstrations is to place the Joulemeter first in an a.c. series circuit to measure the energy consumption of a resistor. Not only can you hear the display

clicking away as energy is dissipated in the resistor but you can record the energy consumed after a set period of time.

If the resistor is then replaced by a capacitor, you are then dealing with a circuit which has reactance only. The Joulemeter is silent on the display. No energy is dissipated in the system as you have a capacitor using 'wattless current'. The standing demonstration is only possible with a Griffin Digital Joule and meter.

Many more examples of equipment suitable for use in energy courses are seen in the latest edition of the Griffin catalogue. Take a look through the items that will make your teaching much, much easier.

XYB-302-1-50	Dynamometers, newton range	page 431
YTP-540-K	Arm Ergometer	page 425
YTP-280-U	Bicycle Ergometer	page 424
XHV-301-R	Motor/Generator Unit	page 538
XHV-361-V	Switch Unit	page 538
XHV-391-A	Lamp Unit	page 538
XHV-421-S	Flywheel Unit	page 539
XHT-310-N	Apparatus	page 535
XHT-410-F	Specific Heat Capacity of Solids Apparatus	page 435
XHM-841-010N	Digital Joule and Wattmeter, 240V 50-60Hz	page 531
XKS-370-010X	Display Digital Timer Scale	page 643
XHE-700-A	Griffin Solar Panel	page 710

Biosystem

Physiology and biochemistry experiments require such a wide variety of small pieces of equipment that setting up a practical lesson for thirty students can be a nightmare.

With the Griffin Biosystem kit you can forget about these problems. Each set contains all the equipment you're likely to need for simple and advanced biology experiments, e.g. a respirometer, potometer or porometer.

All the pieces are standardised so you don't have the problem of joining odd pieces of glassware with bits of rubber tubing which never quite seem to fit properly.

The kit is easy to assemble and many experiments previously confined to demonstrations, because expensive equipment was used, are now available to your pupils.

The kit comes in a strong plastics tray with compartments which make the contents easy to choose, and to check at the end of the lesson.

All you have to do at the end of the lesson is to hand over the saving you valuable teaching time. Also as the kits are so small, students can use less time in setting up apparatus and more on learning.

A booklet is supplied which lists 15 basic experiments with suggestions for further work.

YUH-130-D Biosystem kit

Thank you

Around Easter time we are sending out a questionnaire to some of our customers by post or via our representatives.

We are very pleased with the number of replies we receive from the information gained and improve even further our range and the service offered.

Please accept our thanks for co-operation.

The Nanocomputer

Designed especially for educational use the Nanocomputer provides an excellent basis for students to learn how to use microprocessors.

It is possible to start at the simplest level with no previous knowledge of microprocessors. The system covers machine code programming and interfacing with external circuitry. It is extremely versatile to allow complete microprocessor based systems to be built up and even includes an experimental breadboard for assembling external circuits.

The whole package adds up to the MOST COST-EFFECTIVE MICRO-PROCESSOR TRAINING SYSTEM AVAILABLE for teaching.

You must see one. Send for a leaflet and ask for a demonstration.

Pick a Pack of Power

Choose a power pack from the Griffin range and you get more than power.

All units have rugged steel cases and uncomplicated controls to make them easy for your students to use. Some incorporate features such as adjustable voltage control and automatic overload protection to prevent misuse.

A hidden feature is that they all comply with the latest electrical safety standards so you can give them to your students with complete confidence. Cables and connectors can be detached for ease of storage and also to prevent misuse.

For full specifications of the Griffin range of power packs see pages 525-528 in Griffin Catalogue 80/82. Tick the box on the literature check list.

Eldoncards — a Griffin Exclusive

Eldoncards, the popular blood-grouping system, are now available exclusively from our Gerrard Biological Centre, in packs of 10 or 100. The Eldoncard test is easy to perform and provides a permanent record. The same cards which carry freeze dried antisera are used for clinical tests to give fast analysis of blood groups.

Place one drop of the winter on each card and mix with blood sample to provide a clear indication of ABO & Rh factor grouping. The card can then be photographed or preserved with full annotation.

Each pack contains cards, a standard pipette, mixing rods and detailed instructions.

ZXC-124-050A

ZXC-124-070R

Eldoncards, Pk of 10 £5.47

Eldoncards, Pk of 100 £47.00

GRIFFIN OVEN

A high quality oven at a very attractive price now only £90

OVB-201-010P Griffin Oven

See page 227 Griffin Catalogue 80/82

A Major Breakthrough in Weighing

The majority of science teachers who use balances would agree that Mettler make 'probably the best quality balances in the world. "We would like to buy them but they're too expensive."

Well, the impossible has been achieved — the same Mettler quality and reliability at new low, low prices.

How is this possible? The answer is dramatic technological advances in the techniques for making the electronic circuitry used in the balances.

They are not cheaper versions of the real thing, the specifications are exactly the same as detailed on pages 31 and 32 in the Griffin Catalogue 80/82, but the prices are much lower.

Three models are available:

BDF-384-U

Mettler balance, 400g x 0.01g £675.00

BDF-402-L

Mettler balance, 4000g x 0.1g £700.00

BDF-406-K

Mettler balance, 4000g x 0.1g and 400g x 0.01g £860.00

To be absolutely sure, tick the box on the literature check list or ask your local representative for a demonstration.

Sound Level Economy

When measuring noise levels in the environment, it is often useful to be able to take measurements from different directions at the same time and compare the results. Also if you have only one meter per class it takes a long time for everyone to have a go at taking readings.

Therefore we set out to develop a low cost instrument so that teachers could afford to buy more than one. The result is the new Griffin Sound Level Indicator.

It is a low cost meter with an ingenious display system which is very simple to use.

A dial, calibrated to 110 decibels, is turned until an indicator light is just extinguished. The dial then gives a direct reading of sound level in decibels.

The case is very compact, handy size and constructed to withstand outdoor use. The meter is ideal for monitoring traffic noise levels and other aspects of noise pollution and is also sensitive enough for experiments on sound levels (eg effects of sound-proofing materials) in the laboratory.

The instrument is powered by two PP3 batteries.

XER-400-T

Griffin Sound Level Indicator £33.99

ZXC-124-050A

ZXC-124-070R

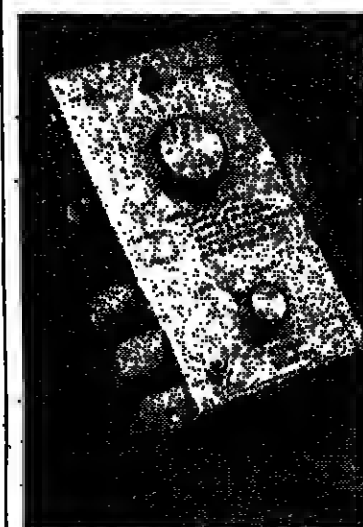
Eldoncards, Pk of 10 £5.47

Eldoncards, Pk of 100 £47.00

OVB-201-010P Griffin Oven

See page 227 Griffin Catalogue 80/82

Dental Health Teaching Pack £16.52



Portable pH

Measurement of pH is usually restricted to older pupils and demonstrations only for the lower years. In many schools water samples in the lab have to be brought back to the lab to take the pH instead of measuring it at the time.

The new Griffin Student pH Meter can change all that.

It is inexpensive, extremely robust, and simple to operate making it very easy for younger children to use. Instructions are printed on the case. Also being hand sized and battery operated it is ideal for field work.

The secret lies in the clever new design. Instead of a bulky, vulnerable meter to indicate pH, a light emitting diode (LED) lights up when the dial is turned to the pH of the solution the electrode is dipped into. What could be simpler? It uses the standard combination electrode which is supplied with the meter and covers the full 0-14pH scale, accurate to $\pm 0.2pH$.

PHJ-200-R

Griffin Student pH Meter £51.50

Why not order one straight away or if you need further convincing, tick the box on the literature check list and send for the leaflet.



Get it right first TIMER

In fact a millisecond timer. Designed for use initially in physics for timing work but there's nothing to stop you using it in the biology department for reaction timing experiments and the like. It is even useful in the PE dept for physiological tests and short time runs.

The timing range is from 0 to 99.999 seconds on a large easy to see 5 digit display (of light emitting diodes).

Results are possible to ± 1 millisecond. A 'hold' switch 'freezes' the display at any time during an event and whilst the reading is taken and recorded the unit continues timing. The display 'catches up' when the hold is released.

The timer can be triggered by mechanical or photoelectric switches with various make/break combinations to suit experimental circumstances.

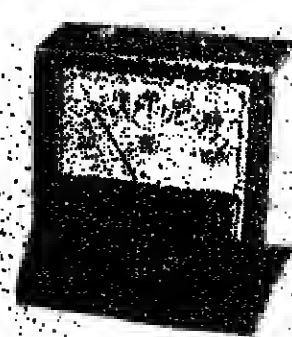
It is lightweight, fully portable in one hand and has instructions for use printed on top of the case. You can't lose it.

TRE-900-V

Griffin Millisecond Timer £107.00

If you want further details tick the box on the literature check list and send it to us.

Griffin News



Introducing The New Low Price Demonstration Meter

Why pay £100+ for a demonstration meter when you can buy one for £39

The Griffin 20-0-100mA demonstration meter is completely compatible with our existing range of shunts and multipliers, EHA-870 and 890 series. This extends the working range of the meter without having to buy a new set of shunts and multipliers. The large black markings on a white background ensure that results are easily read from a distance, as does the hand which inclines the scale.

The compact style of the meter allows it to be easily and quickly moved around; scale changing is rapid and doesn't involve any of the fuss associated with slide-in scale instruments.

It also has a zero adjustment and full diode protection up to 12V. Connections are made via 4mm socket terminals.

EHB-850-Y

Demonstration meter £39.14

New Disinfecting Cloths: As Shown on 'Tomorrow's World'

These new cloths will kill most vegetative bacteria and fungi on contact. All you have to do is wet the cloth with cold water before use then wipe the contaminated surface. The disinfectant is impregnated in the cloth and the germs are killed instantly. For added safety with re-use an indicator stripe shows when the disinfectant in the cloth is exhausted.

They are ideal for laboratory benches and transfer chambers before and after microbiology work. Also useful for cleaning animal cages, in domestic science rooms, wash basins — anywhere where germs hide.

Both good lookers, both good value for money.

MNC-300-D

Griffin Junior Stereomicroscope £33.99

MIS-300-N

Griffin Minor Microscope £24.72

Disinfecting Cloths, Pack of 20 £5.95



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DON'T FORGET TO FILL IN YOUR NAME AND ADDRESS

Hodder & Stoughton

One school in a heavily industrialized area, asked to tackle the theme "Sorrow," reported difficulties in finding footprints in order to make plaster casts to simulate fossil production. Their final solution was to provide an area of wet clay in which the local rugby team had imprints of their feet, with and without boots. Plaster casts of the feet of local heroes produced impressive exhibition. The same lady card "Once Lived, Never Red" suggested a fossil search road metal or coalmine tips. A

A study card from the theme on "Colour".

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...about the goals of science, but simply say that particular collection of goals have items under each of these inquiry skills (both physical and including investigation the non-

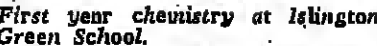


Photo: Joanna Gladner

materials, and published examples of check-lists for assessing pupils in the earlier (roughly age five to nine) and later (nine to thirteen) part of development in the five to thirteen age range. For example the criteria for assessing ability

watching what the children do; it means talking with them in a way which gives them freedom to express their ideas without fear of giving the wrong answer; it means

...the ...

standard scoring system in their responses. Methods of testing which can be chosen are thus dictated by these demands; observation of children's normal activities cannot

These formal methods would be too time-consuming for teachers to develop and use; they serve *that* particular purpose best but they would not serve the purpose of a day-to-day classroom assessment as well as other methods can do. The relative advantages and disadvantages of different ways of assessing vary according to purpose. So we come back to the importance of the question posed at the beginning: the reason for assessing must always be clear. Keeping this in mind will help to avoid the temptation of using tests "because they are there" rather than when they are really needed.

Dr Wynne Harlen is Senior Research Fellow at the Centre for Science Education, Chelsea College

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extra BREAKING THE BOUNDS

John Garrood describes physics at Sevenoaks School.

For five years now, the physics department at Sevenoaks School has been engaged in a programme aimed at trying to maximize the educational opportunity, in the broadest sense, presented by the subject.

The department has sought to involve as many pupils as possible, and in doing so has found that several new and rewarding links have been forged with industry and the community, as well as giving many pupils considerable responsibility and opportunity for leadership. The programme has consisted of organizing some 25 extra activities additional to the normal academic work of the department, and these involve over 150 pupils regularly in out-of-school time.

Several of these activities link the school with industry. The most exciting is the recently established research programme in which several pupils are engaged in a number of different projects for a commercial research organization. The advantage for the firm is that work under the direction of their scientists can be carried out in areas in which they wish to develop an interest for future applications; for us, pupils are able to work in genuine research with its associated challenge.

Fruitful too, are the weekly science seminars in which a scientist or engineer from industry discusses technical aspects of his work. The purpose is partly to add practical flesh to the theoretical bones taught at school, and partly to enable pupils to meet people with careers in areas which might interest them in the future. They have proved for more effective than "career talks" in arousing interest, and firms have been only too willing to fund first-class speakers. This programme and invitations are organized entirely by pupils. Out of many of the seminars have come invitations to visit firms or research establishments and several visits are arranged each term.

The year a group of a dozen part O level pupils interested in reading engineering at university visited six firms in a three-day period to see the engineering scene at first hand. Also for pupils interested in engineering, a few days spent with a firm experiencing for themselves the work of an engineer is a useful step in choosing their career, and arrangements are made for pupils to do this. Even if a particular branch of engineering is ruled out, the experience has been made.

In the fourth year, pupils are required to produce a project on some aspect of physics or technology. Again, it often adds an interest in engineering and industry. Many pupils contact firms for information (some acquire a new fund of topics in their own right) and topics studied in this way have included, for example, interest in science or engineering.

It has been gratifying to find that a number of links with the community have been formed too. The design and production of a paper-tuner for the severely handicapped is one area of cooperation with exciting possibilities. An initial machine has reached the prototype stage and ultimately a production



Andrew Johnson (15) with his primary scientists.

SCIENTIFIC BIAS

Andrew Neil writes on the BBC School TV General Studies series

"What's so special about the silicon chip?" "How can genetic engineering create life?" "What's it really like to have a baby?" "What are the dangers of nuclear power?" Questions like these are just as likely to be raised by sixth formers studying physics or biology. They hear about current issues from the media, and want a clearer understanding of the subject so that they can form an objective opinion. In such a complicated world as ours it is not surprising that teachers sometimes find it difficult to give full and satisfactory answers to such questions.

Certainly syllabuses include more of the "applied" science than they used to. But teachers wishing to raise the important—and interesting—practical and ethical aspects of the subject find difficulty in keeping abreast of current developments in research across a broad field, or finding sufficient time to devote to the pressures of the syllabus.

It seems that there is no lack of enthusiasm among teachers in introducing topics that demonstrate the relevance of science to society. This is reflected in the development of general studies courses. For many sixth formers and teachers these give an opportunity to explore interesting topics that are not in the specialist syllabuses and are free of

run is planned. It is hoped that other areas of technical help will follow from this start.

Other points of contact with the community are through teaching. A group of 15-year-olds is running elementary science clubs in local primary schools. Each pupil has a group of six, the courses last nine terms, and we provide the equipment.

Reaction from the primary schools has been enthusiastic. Two more pupils are teaching amateur radio to a disabled adult to enable him to take the transmitting licence examination. At a local school for handicapped children (mostly in wheelchairs) another pupil runs an Astronomy Club with great imagination.

Over one-third of the senior school are members, and he gives talks on astronomy and associated subjects with slides, diagrams and demonstrations. They have recently built their own six-inch reflecting telescope under his guidance.

Most of the other extra activities are run as clubs—catering for pupils with specific interests. These not only involve pupils more deeply in the subject, they also enable us to encourage and stretch enthusiastic youngsters, give older pupils a chance to gain experience in teaching the younger ones and exercising leadership and, of course, encourage excellence and enthusiasm. In each case an electric kettle has proved to be an important ingredient of club activity! The clubs operate at several levels and cater for astronomy, radio, electronics and computing.

The Astronomy Society uses the observatory and 14-inch reflecting telescope built by members two years ago and opened by Patrick Moore. A Junior Astronomy Club teaches beginners the elements of astronomy.

The Amateur Radio Society operates two school transmitting stations (CALLUM, with four licensed operators). Regular contacts are



Chris Rire and handicapped astronomer building their telescope. Photo: Ian O'Brien

has been the fourth-year creative options course. This consists of two periods a week in which pupils can study astronomy or computing. The astronomy group usually work for the London O level in Astronomy which requires a candidate to undertake three practical projects. All candidates so far have passed. In the past the City and Guilds Amateur Radio examination has also been taken successfully several times. The creative options have enabled a number of very able scientists in blossom early.

A highly successful annual event which involves a large number of pupils is the Grand Conversation. This is an evening exhibition with refreshments, in which over 100 physics experiments are demonstrated and explained by pupils to several hundred visitors.

On the purely academic side, the department teaches the Nuffield O level Physics and A level Physics and Physical Science courses. For

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Salary: £9,000 p.a. (plus £1,000 for housing).
Apply to: Mr. J. Paul, St. Paul's, Birmingham 15.

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Lincolnshire

Education Inspector, Primary

Sleaford

SOUDBURY £11,664-£12,699

Required at the Divisional Education Office, Council Offices, Sleaford. Applicants should be well qualified and experienced teachers/lecturers. Advisory experience and experience of the 8 to 11 age range will be an added advantage. Salary scale £11,664-£12,699, plus pension and other benefits.

Application forms and further details are available from the County Personnel Officer, County Offices, Lincoln (Telephone 0522) 24492, please quote ED398. Closing date: 17 October, 1980.

The Borough is within easy reach of Central London and is bordered by Epping Forest.

Required April, 1981 (or earlier)

Barclay Junior School (Group 7)

ST. JOACHIMS R.C. J.M.I. SCHOOL

Shipman Road, London E16 3DT
Head Teacher: Mr. D. Seenan
Number on roll: 180

HEAD TEACHER (Group 4)

Required January, 1981, or as soon as possible.
Applications are invited from suitably qualified and experienced teachers to take up duties on 1st January, 1981. The school is a rapidly developing housing area in London, E16.

Those who have already applied for this post will automatically be reconsidered.
London Allowance: £265 plus Social Priority Allowance £201-£276.
Application forms/other particulars available from the undersigned. The Clerk to the Governors, J. H. Pelling, to whom completed forms should be returned by 17th October, 1980.
Director of Education, Education Office, Broadway, Stratford, London, E15 4BH.



PRIMARY EDUCATION

Headship

HIGHLANDS INFANTS' SCHOOL

Lanox Gardens, Cranbrook, Mord IG1 3LF
GROUP 5

Required from January, 1981, or April, 1981, a well-qualified and suitably experienced teacher for the post of Head Teacher of this Group 5 Infant (5-7) School. The post becomes vacant as the result of the present holder being appointed to the headship of a primary school.
Salary in the range: £9,570-£10,583 and Outer London Allowance (£498).
For further details and application form please apply to J. E. Fortham, S.A. Chief Education Officer, Lynton House, 255-259 High Road, Essex IG1 1BA (Telephone 01-478 3028, ext. 192/193).
Closing date for receipt of applications: 17th October, 1980.



County of Cleveland

PRIMARY SCHOOL

HEAD TEACHER (GROUP 5)

GOLDEN FLATTS JUNIOR SCHOOL

Seaton Lane, Hartlepool, Cleveland
TS25 1HN

A Head Teacher is required for this well established Junior School serving the Southern area of Hartlepool. Financial assistance with household removal expenses is available on approved cases. Forms of application and further details are obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3GN, not later than 24th October, 1980.

Primary Education

Headship

PARKHILL INFANTS' SCHOOL, Lord Avenue

Chayhill, Mord IG5 0DB
GROUP 4

Required from January, 1981, or April, 1981, a well-qualified and suitably experienced teacher as Head of this Group 4 Infant (5-7) School.
The post will become vacant through the retirement of Mrs. K. E. Wilson.

Salary in the range of £8,839-£9,852 and Outer London Allowance (£498).
For further details and application form please apply to J. E. Fortham, S.A. Chief Education Officer, Education Office, Lynton House, 255-259 High Road, Essex IG1 1BA (Tel: 01-478 3020, ext. 192/193).
Closing date: 17th October, 1980.



PRIMARY

Headship continued

KENT

COUNTY COUNCIL

EDUCATION DEPARTMENT

SEVENOAKS DIVISION

HEAD TEACHER (Group 4)

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ROCHDALE

Education Department
Headship continued

ROCHDALE

COUNTY COUNCIL

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Education Department
Headship continued

ROCHDALE

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ROCHDALE

Education Department
Headship continued

ROCHDALE

COUNTY COUNCIL

EDUCATION DEPARTMENT

This Outer London Borough is situated on the

English side of London, and the fine lands of the Green Belt which surround access to London.
Unless otherwise stated :—
All vacancies take effect from January, 1981.
Closing date is 14 days after the appearance of this advertisement.
For all Secondary School posts, letters of application should be sent to the Head Teacher concerned, giving full curriculum vitae and quoting two referees.
Applications requiring acknowledgment, requests for interview or telephone applications forms, should be accompanied by a stamped addressed envelope.
There is a scheme for removal expenses—details on request.

Teacher at the address shown above but returned to Rev. D. C. Cuth, Sacred Heart Presbytery, Lodi, Ind., Road, Reedley, Cleveland.

Financial assistance with household removal expenses available in approved cases.

Application forms and further details are obtainable from the Road Teachers at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience together with the names and addresses of two referees.

Completed application forms and letters of application should be submitted direct to the Road Teachers at the addresses shown above, unless otherwise stated by not later than Friday, 17th October, 1889.

NORTHERN CHAMBER SCHOOL
 Acquired for January, 1981.
 1 TEACHER of BIOLOGY

UP HOLLAND COUNTY HIGH

UP HOLLAND COUNTY HIGH

Scale 1 - General Science
Required at Post

with excellent facilities. Sub
(apt taken to C.B.E. and O
level.

level.



DUDLEY
METROPOLITAN BOUDDH
GREENHILL MIDDLE SCHOOL
Long Lane, Halesowen, Walsall

(Nine to 13; \$50 on roll)

Required for January, 1948

three GENERAL BUNCHED TEACHERS—one permanent, two temporary, four term (year). Ability to teach some art, French or Geography an advantage.

GRACELY MOORE SCHMIDT
Honorary Miss. (Misses), West
Midland 1963 2UP
(Nine to 13; 77% on roll)

Required as soon as possible

ASSISTANT TEACHERS (66% on roll) and SUBSTITUTES (range nine to 11 years.

For both appointments, to the particular and unexpired term available from the following:

HAMPSHIRE
SENIALS JUNIOR SCHOOL.

Junior trained TEACIE in a team of six in day and how school for seven to 11-year boys and girls. The study report is an interest in children's learning, development and the significant should be able to teach Art or Handicrafts or needle or other useful subject. Applications to the Headmaster, Radford Junior School, Waterfield, Hampshire GU12 4PQ who will send further details on receipt of S.A.E.

COUNTY COUNCIL
THE HILL JUNIOR HIGH SCHOOL
Tunnel Hill, Upper West-Sav
Worcester, Vt. 05581
Mixed Junior High, 11-16
(800 pupils)
A Full-time TEACHER
RELIGIOUS EDUCATION AND
MUSIC (50/50) (Scot.)
required for January, 1981
At the end of the third y
pupils transfer to the So
High School (14-16) in
Hartley Castle.

The subjects may be studied in "O" and "A" level in Senior High School.

Application forms and
other details can be found
from the Head on request
a foolscap A.N.O.

FOWAYS
COUNTY COUNCIL.

Manfyllin, Powys
Required for January. 19
suitably qualified TEACH
ENGLISH and FRENCH.
The person appointed
expected to undertake
English at all levels.

Application forms and particulars obtainable from Head Teacher (S.N.S.) whom completed forms returned by October 14.

KUTIPULIYAN
 (Ministry of Education)
 DEPARTMENT OF EDUCATION
 OAKWOOD COMPREHENSIVE
 SCHOOL
 11-10 Mixed. Approx. 1
 roll
 Required for January, 1981
 Students Teaching - Sch

Applications by letter, personal details and in-
dividual qualifications, experience and
together with the names and
addresses of two referees
must be sent to the Director of

TRAFFORD
(Molrogonian North of
EDUCATION DEPARTMENT
WELLINGTON BOYS' SCHOOL

1061-280 37631
MUSIC/RELIGIOUS
Scale 1.
Enthusiastic member of choir.
To continue the development
MUSIC in school and in home.
the teaching of RELIGIOUS

To
at
Application forms were
the head of the school, and
returned as soon as possible.

following posts. Unless other

...WATER

ESN(9)
scale, 1, plus Special Scho
-8 year olds. Experience
advantage,
the Head at the school, v

SHIP
COUNTY FIRST,

er If possible, Head for
alls (S.A.E.) from Steffing
rtment County Hall, Teun

1980.

100

BORDERS REGIONAL COUNCIL

Invites applications for the following

PRIMARY SCHOOLS

PROMOTED POSTS
HEAD TEACHER
YARROW PRIMARY SCHOOL,
YARROW, SCOTLAND.
Responsibility Payment £1,077
per annum.
Closing date Friday, 10 October, 1980.

SECONDARY SCHOOLS

TEACHING POSTS
HOME ECONOMICS
MATHS
MUSIC
TECHNICAL EDUCATION
Closing date Tuesday, 14 October, 1980.
Application forms and further particulars may be obtained from the Personnel Department, Regional Headquarters, New Town, Dundee, DD2 4SA, and returned to the Director of Education at Regional Headquarters.

FIFE REGIONAL COUNCIL EDUCATION COMMITTEE

Applications are invited from suitably qualified and experienced persons for the following posts:

1. Teacher/Instructor of Violin/Viola in certain Secondary and Primary Schools in the Dundee Area.
2. Teacher/Instructor of Cello in the Cupar/St. Andrews area.

Salary within the range £3,948/£5,652 (Net £3,205) — (Under Review) with increments for appropriate qualifications and experience. Extra remuneration may be available for duties connected with Regional Youth Orchestras.

A Car Allowance and subsistence expenses are payable as appropriate.

Application forms and further particulars are available from the Director of Education, Regional Offices, Wemyssfield, Kirkcaldy, to whom they should be returned not later than 31st October, 1980, quoting Ref. No. 3586/1980.

JAMES M. DUNLOP
CHIEF EXECUTIVE OFFICER.

LOTHIAN REGIONAL COUNCIL, ESK VALLEY COLLEGE

SENIOR LECTURER I in CATERING SUBJECTS

Salary on Scale 1, £5,916 to £9,414

required to cater for a catering college currently offering CGL courses in cookery and food service. The catering unit is a new unit and is developing. The person appointed will be expected to teach in a specific area of the work of the unit and also be responsible for the overall organisation and development of the unit in the catering sector.

Applicants should have had successful teaching experience in catering studies, appropriate industrial experience, together with proven organisational ability. A relevant degree, MSc/MA, or equivalent qualification is required.

Central Regional Council

EDUCATION DEPARTMENT

TECHNICAL EDUCATION TEACHER

WOODLANDS HIGH SCHOOL
Falkirk (Telephone Falkirk 29615)

TECHNICAL EDUCATION TEACHER

GRAEME HIGH SCHOOL
Falkirk (Telephone Falkirk 22576)

MATHEMATICS TEACHER

MOLAREN HIGH SCHOOL
Callander (Telephone Callander 30156)

Further details are available from the Rector of the School.

Applications are invited from suitably qualified teachers registered with the General Teaching Council for Scotland.

Application forms are available from the Director of Education, Room 202, Central Regional Council, Victoria Building, 10, Adam Street, Glasgow G2 7JL, and returned as soon as possible.

SCOTTISH APPOINTMENTS

Secondary Education

Religious Education

LOTHIAN REGIONAL COUNCIL

DEPARTMENT OF EDUCATION

TEACHING POSTS

Applications are invited from registered teachers for the following posts:

PRIMARY

HEAD TEACHER

Reference C Broomhouse Primary School

ASSISTANT HEAD TEACHER

Reference C Oatlands Primary School £1,221

SECONDARY

PRINCIPAL TEACHER

Reference B Oatlands High School, English £2,552
Reference B Oatlands High School, Music £1,941

ASSISTANT PRINCIPAL TEACHER

Reference B Oatlands High School, Home Economics £1,526
Reference B Oatlands High School, Modern Studies £1,022

TEACHER

Reference B Oatlands High School, Music £1,941

Reference B Oatlands High School, Physics £2,552
Reference B Oatlands High School, General Science £1,941
Reference B Oatlands High School, Technology £1,941

Salaries will be in accordance with the current Scottish Teachers' Salaries Memorandum.

Candidates should specify for which posts they wish to apply.

For post marked Reference A, see the relevant advertisement in the Education Section of the Times Educational Supplement.

For post marked Reference B, see the relevant advertisement in the Education Section of the Times Educational Supplement.

For post marked Reference C, see the relevant advertisement in the Education Section of the Times Educational Supplement.

Closing date for applications is 17 October, 1980.

Public Notices

GRAMPIAN REGIONAL COUNCIL

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PRIMARY

HEAD TEACHER

Reference B Broomhouse Primary School

ASSISTANT HEAD TEACHER

Reference B Oatlands Primary School £1,221

SECONDARY

PRINCIPAL TEACHER

Reference B Oatlands High School, English £2,552
Reference B Oatlands High School, Music £1,941

ASSISTANT PRINCIPAL TEACHER

Reference B Oatlands High School, Home Economics £1,526
Reference B Oatlands High School, Modern Studies £1,022

TEACHER

Reference B Oatlands High School, Music £1,941

Reference B Oatlands High School, Physics £2,552
Reference B Oatlands High School, General Science £1,941
Reference B Oatlands High School, Technology £1,941

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Closing date for applications is 17 October, 1980.

LOTHIAN REGIONAL COUNCIL

DEPARTMENT OF EDUCATION

TEACHING POSTS

PRIMARY

HEAD TEACHER

ASSISTANT HEAD TEACHER

SECONDARY

PRINCIPAL TEACHER

ASSISTANT PRINCIPAL TEACHER

TEACHER

SPECIAL EDUCATIONAL SERVICES

CHILD GUIDANCE SERVICE — EDINBURGH DIVISION

EDUCATIONAL PSYCHOLOGIST

TEACHERS OF TECHNICAL SUBJECTS — 2 POSTS

TECHNICAL EDUCATION TEACHER

TECHNICAL EDUCATION TEACHER

MATHEMATICS TEACHER

TECHNICAL EDUCATION TEACHER

TECHNICAL EDUCATION TEACHER

MATHEMATICS TEACHER

TECHNICAL EDUCATION TEACHER

TECHNICAL EDUCATION TEACHER

MATHEMATICS TEACHER

TECHNICAL EDUCATION TEACHER

TECHNICAL EDUCATION TEACHER

MATHEMATICS TEACHER

TECHNICAL EDUCATION TEACHER

Colleges of Further Education

Other Appointments

LOTIAN REGIONAL COUNCIL

TEACHING POSTS

PRIMARY

HEAD TEACHER

ASSISTANT HEAD TEACHER

SECONDARY

PRINCIPAL TEACHER

ASSISTANT PRINCIPAL TEACHER

TEACHER

SPECIAL EDUCATIONAL SERVICES

CHILD GUIDANCE SERVICE — EDINBURGH DIVISION

EDUCATIONAL PSYCHOLOGIST

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TECHNICAL EDUCATION TEACHER

MATHEMATICS TEACHER

Examiners

JOINT MATRICULATION BOARD

EXAMINERS FOR THE O.C.E.

GENERAL PAPER/GENERAL STUDIES

ENGLISH LITERATURE

SCOTLAND

TEACHER/INSTRUCTOR OF WOODWIND

STRANRAER ACADEMY/DOUGLAS EWART HIGH SCHOOL

NEWTON-STEWART and FEEDER PRIMARY SCHOOLS

TEACHER

APPOINTMENTS

TECHNICAL EDUCATION TEACHER

TECHNICAL EDUCATION TEACHER

MATHEMATICS TEACHER

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MATHEMATICS TEACHER

TECHNICAL EDUCATION TEACHER

Form and Entry Colleges

Headships

Deputy Headships

Other Posts on Scale 2 and above

BERKSHIRE

ADDITIONAL SCHOOL

TEACHING POSTS

PRIMARY

HEAD TEACHER

ASSISTANT HEAD TEACHER

SECONDARY

PRINCIPAL TEACHER

ASSISTANT PRINCIPAL TEACHER

TEACHER

SPECIAL EDUCATIONAL SERVICES

CHILD GUIDANCE SERVICE — EDINBURGH DIVISION

EDUCATIONAL PSYCHOLOGIST

TEACHERS OF TECHNICAL SUBJECTS — 2 POSTS

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TECHNICAL EDUCATION TEACHER

MATHEMATICS TEACHER

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BERKSHIRE

ADDITIONAL SCHOOL

TEACHING POSTS

PRIMARY

HEAD TEACHER

ASSISTANT HEAD TEACHER

SECONDARY

PRINCIPAL TEACHER

ASSISTANT PRINCIPAL TEACHER

LONDON BOROUGH OF ENFIELD EDMONTON COLLEGE OF FURTHER EDUCATION Montagu Road, Edmonton N18 2LY HEAD OF DEPARTMENT OF COMMUNITY CARE

Applications are invited for January, 1981, from persons with relevant graduate and professional qualifications, successful teaching careers, appropriate work experience and proven managerial skills, to take charge of a newly formed Department of Community Care Studies.

Applicants should be able to motivate and lead a team of specialists in extending and developing established areas of work including NURSERY NURSES; RESIDENTIAL AND DAY CARE; HOME HELPS; FOUNDATION COMMUNITY STUDIES; PLAYGROUP LEADERS; WORK INTRODUCTION AND WORK PREPARATION FOR SCHOOL LEAVERS.

Salary Scale: Head of Department, Grade 11, £10,542-£11,835.

Consideration may be given to assistance with removal and relocation costs and provision of temporary accommodation.

Application forms and further details may be obtained on receipt of a large S.A.E. and should be returned to the DIRECTOR OF EDUCATION, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 289, 291, 293, 295, 297, 299, 301, 303, 305, 307, 309, 311, 313, 315, 317, 319, 321, 323, 325, 327, 329, 331, 333, 335, 337, 339, 341, 343, 345, 347, 349, 351, 353, 355, 357, 359, 361, 363, 365, 367, 369, 371, 373, 375, 377, 379, 381, 383, 385, 387, 389, 391, 393, 395, 397, 399, 401, 403, 405, 407, 409, 411, 413, 415, 417, 419, 421, 423, 425, 427, 429, 431, 433, 435, 437, 439, 441, 443, 445, 447, 449, 451, 453, 455, 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1877, 1879, 1881, 1883, 1885, 1887, 1889, 1891, 1893, 1895, 1897, 1899, 1901, 1903, 1905, 1907, 1909, 1911, 1913, 1915, 1917, 1919, 1921, 1923, 1925, 1927, 1929, 1931, 1933, 1935, 1937, 1939, 1941, 1943, 1945, 1947, 1949, 1951, 1953, 1955, 1957, 1959, 1961, 1963, 1965, 1967, 1969, 1971, 1973, 1975, 1977, 1979, 1981, 1983, 1985, 1987, 1989, 1991, 1993, 1995, 1997, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, 2021, 2023, 2025, 2027, 2029, 2031, 2033, 2035, 2037, 2039, 2041, 2043, 2045, 2047, 2049, 2051, 2053, 2055, 2057, 2059, 2061, 2063, 2065, 2067, 2069, 2071, 2073, 2075, 2077, 2079, 2081, 2083, 2085, 2087, 2089, 2091, 2093, 2095, 2097, 2099, 2101, 2103, 2105, 2107, 2109, 2111, 2113, 2115, 2117, 2119, 2121, 2123, 2125, 2127, 2129, 2131, 2133, 2135, 2137, 2139, 2141, 2143, 2145, 2147, 2149, 2151, 2153, 2155, 2157, 2159, 2161, 2163, 2165, 2167, 2169, 2171, 2173, 2175, 2177, 2179, 2181, 2183, 2185, 2187, 2189, 2191, 2193, 2195, 2197, 2199, 2201, 2203, 2205, 2207, 2209, 2211, 2213, 2215, 2217, 2219, 2221, 2223, 2225, 2227, 2229, 2231, 2233, 2235, 2237, 2239, 2241, 2243, 2245, 2247, 2249, 2251, 2253, 2255, 2257, 2259, 2261, 2263, 2265, 2267, 2269, 2271, 2273, 2275, 2277, 2279, 2281, 2283, 2285, 2287, 2289, 2291, 2293, 2295, 2297, 2299, 2301, 2303, 2305, 2307, 2309, 2311, 2313, 2315, 2317, 2319, 2321, 2323, 2325, 2327, 2329, 2331, 2333, 2335, 2337, 2339, 2341, 2343, 2345, 2347, 2349, 2351, 2353, 2355, 2357, 2359, 2361, 2363, 2365, 2367, 2369, 2371, 2373, 2375, 2377, 2379, 2381, 2383, 2385, 2387, 2389, 2391, 2393, 2395, 2397, 2399, 2401, 2403, 2405, 2407, 2409, 2411, 2413, 2415, 2417, 2419, 2421, 2423, 2425, 2427, 2429, 2431, 2433, 2435, 2437, 2439, 2441, 2443, 2445, 2447, 2449, 2451, 2453, 2455, 2457, 2459, 2461, 2463, 2465, 2467, 2469, 2471, 2473, 2475, 2477, 2479, 2481, 2483, 2485, 2487, 2489, 2491, 2493, 2495, 2497, 2499, 2501, 2503, 2505, 2507, 2509, 2511, 2513, 2515, 2517, 2519, 2521, 2523, 2525, 2527, 2529, 2531, 2533, 2535, 2537, 2539, 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METROPOLITAN BOROUGH OF Rochdale

EDUCATION DEPARTMENT

CAREERS OFFICER

AP 3/4 24,581/25,784

Applicants to the above post must hold or be about to obtain the Diploma in Careers Guidance (or equivalent). Students completing full-time Careers Service Training Courses at Christmas are eligible for consideration.

The successful candidate will provide a careers guidance job placement and follow-up service to young people leaving schools and colleges in the Borough. An essential user car allowance is payable. Assistance with removal and other expenses and housing accommodation may be available in appropriate cases.

Application forms and further details are available (by quoting reference number E133) from the Chief Personnel Officer, PO Box 88, Municipal Offices, Smith Street, Rochdale, OL16 1XQ (telephone Rochdale 47474, Ext. 882) to whom they should be returned by Friday, 17th October, 1980.

HM INSPECTORS OF SCHOOLS

Secondary Education

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as HM Inspectors of Schools in England. HMIs provide a service of professional advice at the Ministry of Education and normally carry out a general as well as a specialist assignment. Their work primarily involves inspecting and advising educational institutions, but also includes consulting with local education authorities and contributing to in-service training.

Vacancies exist for inspectors specialising in one of the following areas: business studies and economics; English, drama, geography, health education; modern languages (particularly French); religious education; and for those who, wherever their specialist subject, have had experience appropriate to the secondary school curriculum of micro-electronics and electronics systems applications.

Applicants should have appropriate qualifications and substantial teaching experience in the subject they offer, normally in secondary schools or institutions of higher education and should have a lively interest in education and some knowledge of the various of current educational practices. Applications would also be welcomed from candidates who have in addition good recent experience of the education and training of teachers. Starting salary within the range £12,325-£17,506 (higher in London). Higher posts are filled by promotion.

Application forms (to be returned by 7th November, 1980) and further information may be obtained from Miss J. D. Church, Room 10/2, Department of Education and Science, Elizabeth House, 30 York Road, London SE1 7PH, telephone 01-928 8222 extension 2237 or 2786. Please quote 5/80E.

DEPARTMENT OF EDUCATION AND SCIENCE

Resources Adviser

London

The Health Education Council is responsible for developing and promoting health education activities in England, Wales and Northern Ireland. One of its fastest growing services is the Resources Centre within which the post of Resources Adviser has been established. The main responsibility will be for reviewing health education teaching resources of all kinds, both for availability and quality, and for advising teachers and other professionals about them. Participation in the work of the Resources Centre as a whole will also be involved.

Applicants should be qualified teachers, able to demonstrate a lively interest in the use and assessment of resources. Naturally, prior knowledge and experience of teaching health education would be a considerable advantage. Starting salary for this important and challenging post will be c.£5,000 (currently under review) and the post is superannuable. Benefits include good holidays and pension facilities.

Please write or telephone for further information and an application form to:

Mr. T. J. Cartwright, Office/Personnel Manager, Health Education Council, 78 New Oxford Street, London WC1A 1AH. Telephone: 01-837 1881, ext. 207. Closing date for applications 13th October, 1980.



The Health Education Council
Helping you to better health

ADMINISTRATION

General

THE LONDON CHAMBER OF COMMERCE AND INDUSTRY

COMMERCIAL EDUCATION

EXAMINATIONS

JOINT MATRICULATION BOARD

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EXAMINERS FOR THE C.O.E.

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and in the Coventry School of Music. Applications from men and women, preferably aged between 35 and 45, for appointment as HM Inspectors of Schools in England. HMIs provide a service of professional advice at the Ministry of Education and normally carry out a general as well as a specialist assignment. Their work primarily involves inspecting and advising educational institutions, but also includes consulting with local education authorities and contributing to in-service training.

English as a Foreign Language

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